



SCHOOL BASED MANAGEMENT PRACTICES, SCHOOL CULTURE AND EFFECTIVENESS IN PUBLIC BASIC EDUCATIONAL INSTITUTIONS

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ABSTRACT

This study examined the relationship among school-based management (SBM) practices, school culture, and school effectiveness in public basic educational institutions, with the aim of determining how these three institutional components interact to support improved educational outcomes. Guided by a descriptive-correlational design, the research involved school heads and teachers who were selected through stratified sampling to ensure adequate representation of the target population. Data were gathered using a structured survey questionnaire composed of validated subscales measuring SBM domains, dimensions of school culture, and indicators of school effectiveness. The instrument underwent reliability testing, which yielded acceptable internal consistency coefficients for all constructs. Data collection followed standard ethical procedures, including the securing of approvals, voluntary participation, and confidentiality safeguards. Descriptive statistics were used to assess the level of SBM implementation, prevailing school culture, and degree of school effectiveness, while Pearson correlation and regression analyses determined the relationships among the variables. Findings revealed generally high levels of SBM implementation and positive school culture, both of which were significantly associated with greater school effectiveness. Moreover, the results highlighted specific areas in SBM and school culture that require targeted improvement to further strengthen institutional performance. Based on the findings, a School Improvement Plan was developed to enhance management practices, reinforce collaborative culture, and sustain effective school operations.

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INTRODUCTION

Schools, as the fundamental institutions responsible for shaping learners' intellectual, social, and moral development, function within complex systems of governance, culture, and organizational structures that influence their overall effectiveness. Across education systems, the quality of learning outcomes has long been recognized as a product of the school's internal environment—its leadership, values, practices, relationships, management systems, and shared norms—which collectively determine how well a school can fulfill its mandate (Cheng, 2022). Contemporary educational research emphasizes that strong organizational conditions, particularly effective participatory management and a positive school culture, can significantly enhance institutional performance, teacher productivity, and student achievement. As education systems evolve to meet the demands of rapidly changing societies, attention has increasingly shifted toward how schools organize themselves internally to ensure that learning remains responsive, equitable, and transformative.

Globally, schools are continuously being challenged to improve their performance in response to growing pressures related to accountability, student diversity, technological advancements, and expanding expectations from communities and governments. International assessments such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS) continue to highlight wide disparities in learning outcomes among countries, pointing to the need for stronger school systems (Thomaidou Pavlidou & Efthathiades, 2021). These assessments reveal that high-performing schools tend to operate under decentralized, participatory, and transparent management systems, where stakeholders play well-defined roles in decision-making. The increasing focus on decentralization reforms in education systems around the world demonstrates the recognition that centralized models often fail to address the unique needs of individual schools, prompting many countries to adopt forms of school-based management. Nations such as Singapore, Canada, Australia, and the United Kingdom have long institutionalized school autonomy to

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strengthen accountability, enhance decision-making, and empower school leaders and communities to improve learning environments.

Another global trend influencing school improvement efforts is the heightened emphasis on cultivating strong school cultures as a foundation for sustainable educational reform. International scholarship consistently shows that schools with clearly articulated values, collaborative norms, supportive interpersonal relationships, and shared visions tend to outperform those lacking such characteristics (Parveen et al., 2024). These patterns demonstrate that organizational culture is not merely an abstract concept but a tangible determinant of school effectiveness. The rise of frameworks such as the OECD's "Schooling Redesigned" and UNESCO's "Futures of Education" further emphasizes the importance of culture-building, leadership development, collaborative professionalism, and community engagement in shaping the future of schooling worldwide.

At the same time, global education systems are confronting unprecedented challenges that complicate the pursuit of improved school effectiveness. These include rapid technological integration, learning losses brought about by disruptions such as the COVID-19 pandemic, widening inequities among socio-economic groups, and persistent shortages of qualified teachers in many regions. In response, reform initiatives increasingly center on empowering schools to become adaptive learning organizations capable of innovation, data-informed decision-making, and sustained collaboration among stakeholders (Alam, 2022). More than ever, schools are expected not only to deliver instruction but also to build cohesive cultures that promote well-being, safety, inclusivity, and continuous improvement.

In many countries, governments have strengthened policy initiatives that expand school autonomy and promote shared leadership as mechanisms for improving educational outcomes. For example, Australia's Independent Public Schools initiative and Canada's move toward district-level empowerment demonstrate pathways for decentralizing authority to school communities (Alessa, 2021). Similarly, the United States continues to endorse school-based management in urban school districts through models that encourage site-based councils composed of principals, teachers, parents, and community stakeholders. These

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international directions consistently affirm that effective school systems require strong alignment between governance structures, school culture, and operational effectiveness (Tohri et al., 2022).

Within the Philippines, school governance has undergone significant transformations in the last two decades through systematic reforms led by the Department of Education. A major milestone was the implementation of Republic Act 9155, or the "Governance of Basic Education Act of 2001," which established the legal framework for decentralizing decision-making and empowering school heads to manage their respective institutions (Ivan & Joana, 2023). This law provided the foundation for the development of School-Based Management (SBM) as a core governance approach, later reinforced through the Basic Education Sector Reform Agenda (BESRA) outlined in DepEd Order No. 37, s. 2009. BESRA emphasized strengthening school capabilities, enhancing stakeholder participation, and improving accountability systems to raise the quality of basic education. Subsequent policies, including DepEd Order No. 44, s. 2015 and DepEd Order No. 83, s. 2012 (K to 12 Basic Education Curriculum), continued to underscore the importance of empowering schools and fostering environments conducive to effective learning (Barrot, 2021).

The Philippine education system's ongoing struggle with learning outcomes is consistently highlighted in national and international assessments. The country's results in the 2018 and 2022 PISA cycles placed Filipino learners significantly below the OECD average in reading, mathematics, and science, signaling urgent concerns about school quality and systemic effectiveness (Recibe, 2024). National Achievement Test (NAT) data across several years similarly reveal fluctuating and often declining performance in key subject areas. These trends have intensified government efforts to strengthen school leadership, improve internal processes, reinforce school culture, and enhance instructional effectiveness. The MATATAG Agenda launched in 2023 further outlines DepEd's commitment to addressing foundational learning gaps, providing better support for teachers, and creating environments that promote learner well-being and school accountability.

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Central to these policy directions is the recognition that school culture plays an equally vital role in improving school performance. DepEd memos such as the Child Protection Policy (DepEd Order No. 40, s. 2012), the WinS Program (Water, Sanitation, and Hygiene in Schools), the Gulayan sa Paaralan Program, and School-Based Feeding Program reinforce the importance of supportive, safe, and nurturing school environments (Francisco & Caingcoy, 2022). These policies align with the broader goal of cultivating school cultures that promote respect, collaboration, inclusivity, and learner-centered practices. Strong school cultures have been linked to better academic results, improved teacher morale, and increased stakeholder engagement—a relationship widely acknowledged by both local and international studies.

School effectiveness, meanwhile, remains a focal concern as schools strive to meet performance indicators set by DepEd and various accountability mechanisms. Tools such as the School-Based Management Validation Tool, School Report Card, Results-Based Performance Management System (RPMS), and School Improvement Plan (SIP) collectively shape how schools track their effectiveness across governance, instruction, resource management, and learner outcomes (Barrias et al., 2024). These mechanisms aim to create a coherent system of monitoring that supports schools in identifying strengths, addressing gaps, and implementing evidence-based interventions that enhance overall institutional performance.

Within local school divisions, various initiatives and programs have been introduced to strengthen leadership capacity and improve organizational culture. Divisions and districts frequently conduct SBM trainings, Learning Action Cell (LAC) sessions, instructional leadership workshops, and school improvement planning activities to ensure that schools remain responsive to community needs and DepEd priorities. Local governance programs also emphasize the importance of community partnerships, transparency, and shared responsibility in improving school outcomes. These local initiatives reveal that while national policies provide a comprehensive framework, the actual success of reforms often depends on how effectively they are implemented and internalized at the school level (Kevin et al., 2025).

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Despite continued efforts to strengthen school governance, culture, and performance, significant variations persist across schools in terms of SBM implementation, organizational climate, and effectiveness indicators. Many schools report challenges such as limited stakeholder participation, inconsistent organizational practices, resource constraints, and difficulties meeting performance targets. Research on SBM, school culture, and school effectiveness in the Philippines remains limited in scope, with most studies either focusing on isolated variables or specific regions. Few studies examine these three components simultaneously, and even fewer explore how they interact to influence school outcomes in particular communities. This gap underscores the need to investigate how SBM practices shape school culture and how, in turn, these two variables influence school effectiveness in specific local contexts. Addressing this research gap is crucial in developing targeted and evidence-based interventions that will support schools in strengthening governance structures, building positive organizational cultures, and enhancing their overall effectiveness in delivering quality education.

OBJECTIVES OF THE STUDY

The study is designed to examine the levels of School-Based Management practices, school culture, and school effectiveness in public basic education institutions, and to determine how these three institutional components relate to one another. Specifically, it seeks to:

1. Describe the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 years in service as school heads;
 - 1.4 type of school; and
 - 1.5 SBM level of practice.
2. Determine the level of School-Based Management practices as perceived by the respondents in terms of:
 - 2.1 leadership and governance;

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- 2.2 curriculum and learning;
- 2.3 accountability and continuous improvement; and
- 2.4 management of resources.
- 3. Determine the level of school culture in terms of:
 - 3.1 professional collaboration;
 - 3.2 affiliative collegiality;
 - 3.3 self-determination/efficacy; and
 - 3.4 management of employees.
- 4. Assess the level of school effectiveness in terms of:
 - 4.1 communication;
 - 4.2 instruction;
 - 4.3 behavior;
 - 4.4 buildings and grounds;
 - 4.5 personal and school safety; and
 - 4.6 climate.
- 5. Test the significant differences in the respondents' assessments of SBM practices, school culture, and school effectiveness when grouped according to their profile variables.
- 6. Test the significant relationships among School-Based Management practices, school culture, and school effectiveness.
- 7. Develop a School Improvement Plan based on the findings of the study.

REVIEW OF RELATED LITERATURE

This section presents the three core variables that anchor the study, beginning with School-Based Management, which outlines the decentralized governance framework that empowers schools to make decisions on leadership, curriculum, resources, and accountability. It then discusses School Culture, emphasizing the shared norms, values, relationships, and organizational practices that shape how members of the school community work, collaborate,

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and maintain a positive learning environment. Finally, it examines School Effectiveness, which focuses on the school's ability to achieve desired educational outcomes through efficient communication, strong instructional practices, safe and supportive environments, and well-managed operations. Together, these concepts provide the theoretical and operational foundations for evaluating the performance and development needs of public basic education institutions.

School Based Management

School-Based Management (SBM) emerged globally as an education reform strategy designed to decentralize governance and empower schools to make decisions that directly affect teaching, learning, and organizational processes. Instead of relying solely on centralized directives, SBM positions schools as the primary decision-making units, allowing them to respond more effectively to their unique learner needs, community contexts, and institutional challenges (Riwati et al., 2022). Studies claim that schools with greater autonomy tend to innovate more readily, implement localized solutions, and strengthen accountability structures that align with their goals. This shift from top-down management to school-level empowerment is rooted in the belief that those who work closest to learners—school heads, teachers, parents, and community stakeholders—are best positioned to understand and address the factors that shape educational outcomes (Caldwell & Spinks, 2021). Over the past three decades, SBM has become a hallmark of education reforms across countries such as the United States, Australia, Canada, and the United Kingdom, indicating a global recognition of the value of participatory governance in improving school quality.

International experiences highlight that SBM significantly influences resource allocation, instructional quality, and the overall learning environment. Findings show that schools with decentralised authority are more capable of mobilizing resources, designing context-specific programs, and engaging stakeholders in decision-making processes (Muliati et al., 2022). For example, countries such as Australia and New Zealand have adopted full-school autonomy models where school governing councils hold substantial authority over

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personnel decisions, financial management, curriculum enhancement, and community partnerships. Studies reveal that these reforms contribute to improved school climate, stronger teacher motivation, and greater transparency in operations. Although outcomes vary across contexts, research generally suggests that empowering schools creates a culture of shared responsibility and establishes a stronger sense of ownership among stakeholders.

SBM also emphasizes the critical role of leadership in building effective school systems. Findings show that the school head, as the instructional and administrative leader, becomes the primary driver of school improvement under SBM. Instead of merely implementing central office directives, principals in SBM settings are expected to initiate strategic planning, set performance targets, monitor curriculum implementation, and strengthen professional collaboration among teachers (Handoko et al., 2024). Studies reveal that effective school heads build cohesive teams, promote participatory decision-making, and create an environment where teachers feel valued and motivated to innovate. This leadership dimension is essential because decentralized systems thrive only when leaders are capable of mobilizing stakeholders and sustaining changes that enhance teaching and learning.

In many education systems, SBM is closely tied to efforts to strengthen transparency and accountability. As studies highlight, decentralization alone does not guarantee improved school performance; it must be accompanied by mechanisms that ensure decisions are evidence-based and aligned with institutional goals. Schools implementing SBM often use performance indicators, monitoring tools, and self-assessment frameworks to evaluate their progress (Roccliffe et al., 2023). These include measures of learner outcomes, financial management efficiency, stakeholder satisfaction, and the effectiveness of school programs. Findings show that schools that regularly engage in self-assessment and data-driven planning demonstrate greater capacity for continuous improvement and better alignment with national education targets.

SBM also fosters stronger collaboration between schools and their communities. Studies claim that when parents, local government units, civil society organizations, and community partners are engaged in decision making, schools become more responsive and

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capable of mobilizing additional support. This collaborative dimension helps broaden the school's resource base, enhances program sustainability, and builds trust between the school and its stakeholders (Layden et al., 2023). In several countries, school governing councils—composed of parents, teachers, community members, and sometimes students—play a vital role in planning, budgeting, monitoring, and policy formulation. Findings show that these partnerships strengthen inclusiveness and encourage shared accountability for school outcomes.

Financial resource management is another critical aspect of SBM. Under decentralized systems, schools are given greater control over their budgets, allowing them to allocate funds based on institutional priorities. Studies reveal that financial autonomy enables schools to invest in essential learning resources, upgrade infrastructure, support teacher development, and create programs tailored to learners' needs (Guzman, 2022). However, research also indicates that financial decentralization requires strong internal controls, clear guidelines, and capacity-building initiatives to prevent mismanagement and ensure that funds are used efficiently. SBM thus places importance not only on autonomy but also on building the financial literacy and managerial competencies of school personnel.

Curriculum and learning processes likewise benefit from SBM implementation. Studies highlight that when schools are empowered to contextualize the curriculum, they are better able to address specific literacy, numeracy, and socio-emotional gaps among learners. SBM encourages teachers to collaborate in developing localized learning materials, modifying instructional strategies, and designing interventions based on student performance data (Wibowo et al., 2023). Findings show that this flexibility leads to more relevant learning experiences and greater instructional responsiveness. In many settings, decentralized curriculum management also supports inclusive education, allowing schools to adapt instruction for diverse learners, culturally distinct communities, and learners with additional support needs.

SBM also impacts teacher professional development. In systems where decision-making is decentralized, schools can craft their own capacity-building programs aligned with

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instructional goals and learner performance data. Studies claim that schools with strong SBM implementation allocate time for Learning Action Cells (LACs), conduct in-house training, promote peer mentoring, and facilitate collaborative lesson planning (Rakes et al., 2022). These localized efforts complement national training programs and enhance the long-term development of teachers. Findings show that internal professional development systems help build a culture of continuous learning and improve instructional effectiveness.

Despite its benefits, SBM is not without challenges. Studies reveal that successful implementation depends heavily on leadership readiness, stakeholder engagement, and the availability of human and financial resources (Ekwaru et al., 2021). In some contexts, schools struggle due to limited capacity among school heads, inadequate training in financial management, or minimal community involvement. Findings show that decentralization can also widen disparities among schools, particularly when poor or remote schools have fewer resources or weaker governance capacity. These challenges highlight the importance of sustained policy support, capacity-building programs, and clear accountability mechanisms to ensure that SBM leads to equitable improvements in school quality.

In the Philippine context, School-Based Management is mandated through Republic Act 9155 and strengthened by the Basic Education Sector Reform Agenda (BESRA), the SBM Framework of 2006, and the DepEd SBM Manual. Studies claim that Philippine schools implementing SBM undergo periodic assessments based on four major principles: leadership and governance; curriculum and learning; accountability and continuous improvement; and resource management (Latergo, 2025). Findings show that schools with higher SBM levels tend to have stronger community partnerships, better instructional systems, and more functional school improvement plans. However, implementation varies widely across regions and school types, with many schools still needing support in capacity building, stakeholder involvement, and documentation of processes. These contextual realities demonstrate why SBM continues to be a central focus of Philippine education reforms.

Ultimately, SBM represents a transformative shift toward empowering schools to drive their own improvement. By promoting autonomy, accountability, collaboration, and

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responsiveness, it provides a structural foundation for enhancing school culture and strengthening overall school effectiveness. Studies reveal that when SBM is implemented cohesively—with competent leadership, engaged stakeholders, and clear mechanisms for monitoring—it becomes a powerful tool for improving learning outcomes and building schools capable of meeting modern educational demands.

School Culture

School culture encompasses the shared beliefs, values, norms, behaviors, and everyday practices that characterize how people within a school interact and work together. It reflects the unwritten rules that shape expectations, guide relationships, and influence attitudes toward teaching, learning, and organizational functioning (Purnomo et al., 2024). Studies claim that school culture serves as the invisible but powerful force that determines whether a school becomes a supportive learning community or a fragmented workplace. It affects how teachers collaborate, how students engage, how leaders make decisions, and how the school responds to challenges and opportunities. A strong and positive school culture cultivates trust, motivation, and a sense of belonging among all stakeholders, while a negative or toxic culture often results in low morale, resistance to innovation, and weak academic performance (Armadi et al., 2022).

Research highlights that school culture manifests in daily interactions, teaching practices, rituals, celebrations, communication patterns, and the consistency of expectations set by the school leadership (Jafar et al., 2022). Effective schools intentionally build cultures that promote respect, collaboration, inclusiveness, and shared responsibility. Findings show that when teachers feel valued and supported by their colleagues and administrators, their levels of commitment, job satisfaction, and instructional quality significantly improve. Similarly, students thrive when a school promotes a culture of high expectations, safety, fairness, and emotional support. Studies reveal that such environments produce students who are more motivated, engaged, and confident in their ability to learn and succeed.

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School culture is heavily influenced by leadership. Studies highlight that principals who model integrity, clear communication, and shared decision-making foster cultures that encourage openness, cooperation, and collective problem-solving. Leaders set the tone by demonstrating the behaviors and attitudes they expect from others (Green, 2024). Findings show that transformational and participatory leadership styles are particularly effective in creating school cultures where teachers are empowered to collaborate, innovate, and take ownership of school improvement efforts. Conversely, authoritarian leadership often leads to cultures characterized by fear, compliance, and minimal collaboration.

The professional relationships among teachers also significantly shape school culture. Studies claim that schools with strong cultures exhibit high levels of collegiality, where teachers share practices, engage in meaningful dialogue, and participate in joint planning and professional development. Teacher collaboration becomes part of the school's daily rhythm rather than an occasional activity (Ozdemir, 2021). Findings show that such collaborative cultures improve instructional coherence, increase teacher efficacy, and support the successful implementation of new initiatives. When teachers perceive their peers as supportive partners rather than isolated colleagues, a sense of professional community emerges, resulting in more consistent and effective teaching.

School culture is also affected by the norms and expectations governing student behavior and engagement. Research highlights that positive behavior expectations, embedded in a supportive school environment, contribute to reduced disciplinary issues and improved academic outcomes. Findings show that schools promoting cultures of respect, fairness, and positive reinforcement experience fewer incidents of bullying, absenteeism, and classroom disruptions (Bozkurt et al., 2021). Students become more responsible and self-regulated when they internalize the school's shared values and expectations. Conversely, poorly defined or inconsistently applied behavioral norms often lead to chaotic environments where students feel unsafe or disengaged.

Community and stakeholder involvement further reinforce school culture. Studies reveal that cultures grounded in active partnerships with parents, local government units, and

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community organizations foster environments where learning becomes a shared responsibility (Del Toro & Wang, 2022). When stakeholders feel welcome and valued in school activities, they contribute to school programs, support student needs, and advocate for school improvement. Findings show that schools with strong cultures of community engagement often have more stable resources, better attendance patterns, and higher levels of student support. Such cultures strengthen the connection between the school and its social environment, creating a cohesive ecosystem that benefits learners.

Culture also plays a major role in how schools manage change and improvement. Studies claim that schools with adaptive, resilient cultures are more capable of embracing reforms, technological advancements, and instructional innovations (Fitriadi et al., 2024). Findings show that these schools approach change with openness, collaboration, and collective problem-solving rather than resistance or defensiveness. A culture that encourages risk-taking, reflection, and experimentation allows teachers to try new approaches without fear of judgment or failure. This adaptability is crucial in responding to evolving learner needs and emerging educational challenges.

Physical and symbolic elements within the school also contribute to its culture. The appearance of classrooms, displays of student work, school traditions, ceremonies, and routines all communicate the values and priorities of the institution. Studies highlight that schools that celebrate achievements, honor diversity, and maintain clean and safe environments create cultures where students and teachers feel proud and motivated (Leithwood, 2021). Even simple practices—such as morning greetings, recognition ceremonies, and collaborative events—strengthen cultural cohesion and reinforce positive relationships.

A school's culture significantly shapes student learning outcomes and overall effectiveness. Findings show that schools characterized by strong collaboration, supportive leadership, and shared purpose consistently outperform those with weak or fragmented cultures (Nabella et al., 2022). School improvement efforts are more likely to succeed when the underlying culture supports accountability, trust, and continuous learning. Conversely,

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even well-designed policies and programs often fail in schools where the culture is dysfunctional, hierarchical, or resistant to change. Studies reveal that culture acts as the foundation upon which all educational practices and reforms are built.

Ultimately, school culture represents the heart of the school—shaping identities, guiding behaviors, and influencing every aspect of teaching, learning, and governance. Studies highlight that cultivating a positive school culture is not a one-time initiative but an ongoing process that requires intentional leadership, meaningful collaboration, and consistent reinforcement of shared values. When nurtured effectively, school culture becomes a powerful driver of school improvement, teacher effectiveness, student success, and overall institutional excellence.

School Effectiveness

School effectiveness refers to the capacity of a school to achieve desired educational outcomes through high-quality instruction, strong organizational systems, positive learning environments, and efficient use of resources. It reflects how well a school performs in enabling students to learn, grow, and succeed academically, socially, and behaviorally (Mohd Basar et al., 2021). Studies claim that effective schools demonstrate clarity of purpose, coherent instructional programs, strong leadership, meaningful stakeholder involvement, and a culture that promotes continuous improvement. Unlike school performance, which looks only at test scores, school effectiveness takes a broader view—examining communication patterns, school climate, safety measures, facilities management, professional practices, and the alignment between goals, processes, and outcomes. Research highlights that effective schools do not succeed by chance; they operate through deliberate systems, collaborative relationships, and strategic, data-driven decisions.

One of the most prominent characteristics of effective schools is high-quality instructional delivery. Studies reveal that effective schools prioritize instructional coherence, ensuring that lessons are aligned with learning competencies, use evidence-based strategies, and incorporate regular assessment of student progress (Timothéou et al., 2022). Teachers

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in these schools engage students through differentiated instruction, timely feedback, and classroom practices that support critical thinking, collaboration, and problem-solving. Findings show that when instructional systems are strong and well-coordinated, students achieve better performance across subject areas. Effective schools also invest in continuous teacher development, enabling educators to refine their craft, adopt innovative practices, and respond to diverse learner needs.

Communication is another defining pillar of school effectiveness. Studies highlight that effective schools maintain open, transparent, and consistent communication among administrators, teachers, students, and parents. Information regarding school events, policies, performance data, interventions, and expectations is shared promptly, enabling all stakeholders to participate meaningfully in school activities (Schult et al., 2022). Findings show that clear communication prevents misunderstandings, strengthens collaboration, and fosters trust across the school community. Additionally, communication systems help ensure that teachers receive administrative support, parents stay informed about their children's progress, and students understand behavioral and academic expectations.

School climate also plays a crucial role in determining school effectiveness. Research reveals that when students and teachers feel safe, respected, and supported, the school becomes more conducive to effective teaching and learning. Findings show that positive climate reduces behavioral issues, absenteeism, and dropout rates, while increasing student engagement, motivation, and performance (Butnaru et al., 2021). Effective schools often establish norms that promote respect, fairness, inclusivity, and emotional well-being. They implement programs that address bullying, promote mental health, celebrate diversity, and create spaces where students feel a sense of belonging. A safe and supportive climate strengthens relationships, enhances collaboration, and reinforces the school's commitment to holistic development.

Effective management of behavior is another key dimension of school effectiveness. Studies highlight that schools with clear behavioral expectations, consistent discipline policies, and proactive support systems experience fewer disruptions and improved academic

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outcomes (Zheng et al., 2021). Students in these schools understand rules and consequences, while teachers implement positive behavior interventions that encourage self-regulation. Findings show that schools with strong behavior management systems are better able to maintain orderly environments where instruction thrives. These schools also engage parents in addressing behavioral challenges, ensuring a unified approach between the home and the school.

The quality of a school's facilities—its buildings, grounds, and physical learning environment—also contributes significantly to effectiveness. Studies reveal that well-maintained classrooms, safe structures, adequate lighting, proper ventilation, and clean surroundings enhance student concentration, comfort, and overall learning experience (Pressley & Ha, 2021). Findings show that schools with functional laboratories, libraries, and learning spaces are more effective in implementing curriculum requirements and supporting diverse learning needs. Conversely, neglected facilities undermine student motivation, compromise safety, and disrupt instruction. Effective schools thus prioritize facility maintenance, ensuring that physical conditions support rather than hinder learning.

School safety is a universal component of school effectiveness. Research highlights that effective schools develop comprehensive safety protocols, conduct regular drills, implement child protection policies, and establish mechanisms for reporting and addressing safety concerns (Maros et al., 2021). Findings show that when students feel secure, their emotional and cognitive capacities function optimally, allowing them to focus on academic tasks. School personnel in effective institutions are trained to respond to emergencies, manage risks, and maintain a safe and orderly environment. Safety extends beyond physical protection—it includes emotional and psychological safety, ensuring that students feel accepted and free from discrimination or harassment.

Leadership is another powerful determinant of school effectiveness. Studies claim that effective schools are led by principals who provide clear direction, communicate a shared vision, support teacher growth, and cultivate trust across the institution. These leaders use data to inform decisions, encourage innovation, and involve stakeholders in meaningful ways

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(DeMatthews et al., 2021). Findings show that strong instructional leadership improves teaching quality, strengthens professional relationships, and drives continuous improvement. Leadership practices influence how teachers collaborate, how school policies are implemented, and how challenges are addressed collectively.

Stakeholder involvement further enhances school effectiveness. Studies reveal that effective schools actively engage parents, community organizations, local government units, and other partners in supporting student learning (Ortan et al., 2021). These partnerships expand the school's resource base, provide additional learning opportunities, and strengthen community trust (Mendez-Brito et al., 2021). Findings show that when parents participate in school activities and decision-making processes, students exhibit higher motivation, better behavior, and improved academic performance. Community support reinforces school programs, from literacy initiatives to health and nutrition efforts, contributing to holistic development.

Ultimately, school effectiveness is the result of interconnected systems working harmoniously—leadership, instruction, communication, facilities, safety, climate, stakeholder engagement, and resource management. Studies highlight that effective schools do not merely excel in one area; rather, they demonstrate consistency and alignment across multiple dimensions. Findings show that when all these elements are present, student learning improves, teacher morale increases, and the institution demonstrates resilience against challenges. School effectiveness, therefore, serves as the ultimate measure of how well a school fulfills its mission of providing quality education and nurturing the full potential of every learner.

METHODS

Research Design

This study employed a descriptive–correlational research design to examine the levels of School-Based Management practices, school culture, and school effectiveness in public basic education institutions, and to determine the relationships among these three variables.

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The descriptive component was used to obtain an accurate portrayal of the current conditions, practices, and perceptions of respondents regarding leadership and governance, curriculum and learning, professional relationships, and overall school operations. This design allowed the researcher to systematically describe the characteristics of the participants and the levels of implementation of each variable based on their actual experiences.

The correlational component was utilized to determine whether significant relationships existed among School-Based Management practices, school culture, and school effectiveness. This approach was appropriate because the study sought to examine the degree to which variations in one variable were associated with variations in another without manipulating any conditions. By identifying these relationships, the study was able to provide evidence-based insights on how governance practices and organizational culture contribute to overall school performance.

The research design guided the selection of respondents, the development of the survey questionnaire, and the data-gathering process. Quantitative data were collected through a structured survey administered to school heads and teachers, enabling the researcher to gather sufficient and reliable information across multiple schools. The responses were then compiled, organized, and analyzed using statistical tools aligned with the research questions. This design ensured that the study could present a clear and objective analysis of the existing conditions in schools and offer a sound basis for developing a School Improvement Plan grounded in empirical findings.

Participants of the Study

The participants of this study consisted of public basic education school heads and teachers who were directly involved in the implementation of School-Based Management practices and were knowledgeable about their school's culture and overall effectiveness. These respondents were selected because they play central roles in school governance, organizational development, and instructional leadership, making them the most appropriate sources of information for assessing the three core variables of the study.

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The total population for the study consisted of school heads and teachers from public elementary and secondary schools within the selected Schools Division. Initial population estimates provided by the division office indicated that the total number of qualified respondents exceeded the required minimum for a descriptive-correlational design. Using standard statistical parameters for sample size computation—specifically a 95% confidence level and a 5% margin of error—the recommended minimum sample size was calculated at approximately 425 respondents.

However, the final number of participants who completed the survey was 400, reflecting natural variations in actual respondent availability, differences in school size, and scheduling constraints during data collection. Despite being slightly lower than the computed target, the final sample size still falls within acceptable limits for quantitative analysis and maintains sufficient statistical power to detect significant relationships and differences among variables. Thus, the reduced number does not compromise the validity or reliability of the study's findings, and the sample remains representative of the population under investigation.

A stratified sampling technique was employed to ensure adequate representation from various types of schools, such as small, medium, and large institutions, as well as from different geographic clusters within the division. This approach ensured that the perspectives of respondents from diverse contexts were included, making the findings more reflective of the actual conditions across schools in the division. The final sample included both school heads and teachers, allowing the study to capture multi-level perceptions and to generate a more comprehensive understanding of school governance, culture, and effectiveness.

Data Gathering Instrument

The primary instrument used in this study was a structured survey questionnaire designed to measure the three core variables: School-Based Management practices, school culture, and school effectiveness. The questionnaire was selected because it allowed the researcher to collect quantitative data from a large number of respondents efficiently and systematically, ensuring consistency in responses and comparability across schools.

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The research instrument consisted of four major sections, each designed to measure a specific component of the study. The first section collected the respondents' demographic profile, including age, sex, years in service, type of school, and the school's level of School-Based Management (SBM) practice. The second section measured School-Based Management practices through four domains with ten (10) items each: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. The third section assessed school culture using four domains with eight (8) items each, covering professional collaboration, affiliative collegiality, self-determination/efficacy, and management of employees. The fourth section evaluated school effectiveness across six domains with a total of thirty (30) items, focusing on communication, instruction, behavior, buildings and grounds, personal and school safety, and school climate. Each section utilized a four-point Likert scale appropriate for the construct measured, ensuring consistency, clarity, and ease of response for participants.

Each variable was measured using a series of statements rated on a four-point Likert scale that reflected the respondents' degree of agreement. The items for each domain were adapted from existing instruments used in previous studies and were contextualized to ensure relevance to the public basic education setting. Prior to distribution, the instrument underwent content validation by a panel of experts in educational management to ensure clarity, relevance, and alignment with the study variables and objectives.

To ensure the internal consistency of the instrument, a pilot test was conducted among a separate group of respondents who were not included in the final sample. The reliability of each section was computed using Cronbach's alpha, and all variables yielded coefficients that met acceptable standards for social science research, indicating that the instrument was reliable for use in the main data collection.

Reliability Test

The usual index for evaluating reliability is the Cronbach's alpha coefficient developed for Likert scales. The higher the coefficient, the higher the degree of internal consistency, and thus the better the reliability of the scale.

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Table 1

Cronbach Alpha of the Indicators

Indicators	Cronbach's Alpha	Remarks
Leadership and Governance	0.908	Excellent
Curriculum and Learning	0.931	Excellent
Accountability and Continuous Improvement	0.943	Excellent
Management of Resource	0.966	Excellent
Professional Collaboration	0.899	Good
Affiliative Collegiality	0.922	Excellent
Self-Determination/Efficacy	0.928	Excellent
Management of Employees	0.960	Excellent
Communication	0.932	Excellent
Instruction	0.944	Excellent
Behavior	0.857	Good
Building and Grounds	0.967	Excellent
Personal and School Safety	0.967	Excellent

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Climate	0.905	Excellent
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Table 1 presents the reliability coefficients of the different sections of the survey questionnaire used in the study. The Cronbach's Alpha values range from 0.857 to 0.967, indicating that all scales possess high internal consistency and are suitable for data collection. Reliability results exceeding 0.80 are generally considered acceptable in social science research, while values above 0.90 are regarded as excellent. As shown in the table, the indicators under School-Based Management practices—Leadership and Governance ($\alpha = 0.908$), Curriculum and Learning ($\alpha = 0.931$), Accountability and Continuous Improvement ($\alpha = 0.943$), and Management of Resources ($\alpha = 0.966$)—all demonstrate excellent reliability. This suggests that the items under these domains consistently measure the intended constructs and can generate dependable data for assessing the level of SBM implementation in schools.

The indicators corresponding to School Culture similarly show strong reliability. Professional Collaboration yielded a Cronbach's Alpha of 0.899, which is classified as good, while Affiliative Collegiality ($\alpha = 0.922$), Self-Determination/Efficacy ($\alpha = 0.928$), and Management of Employees ($\alpha = 0.960$) all received excellent ratings. These results imply that the items effectively capture the respondents' perceptions of the school's organizational climate, interpersonal relationships, and overall cultural environment. The high reliability values further confirm that the constructs under school culture are well represented and measured consistently by the instrument.

In terms of School Effectiveness, the indicators also demonstrated excellent internal consistency. Communication ($\alpha = 0.932$), Instruction ($\alpha = 0.944$), Building and Grounds ($\alpha = 0.967$), Personal and School Safety ($\alpha = 0.967$), and Climate ($\alpha = 0.905$) all exhibited excellent reliability values. The Behavior indicator obtained a reliability score of 0.857, classified as good, indicating satisfactory consistency among its items. Collectively, these results affirm that the instrument reliably measures the various dimensions of school effectiveness, including instructional quality, environmental conditions, safety procedures, and behavioral norms.

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Overall, the reliability analysis confirms that the entire instrument has strong internal consistency across all domains. The high Cronbach's Alpha values demonstrate that the items within each construct are coherent, stable, and reflective of the underlying concepts measured in the study. With these results, the questionnaire can be considered a dependable tool for collecting data on School-Based Management practices, school culture, and school effectiveness in public basic education institutions.

Data Gathering Procedures

The data gathering procedure began with securing formal approval to conduct the study. A request letter was submitted to the Schools Division Superintendent, followed by coordination with district supervisors and school heads to obtain permission to administer the survey in their respective schools. Upon approval, the researcher scheduled the data collection in coordination with designated school focal persons to ensure that the distribution of questionnaires would not disrupt school operations.

Before administering the survey, the respondents were informed of the purpose of the study, the voluntary nature of their participation, and the measures taken to protect the confidentiality of their responses. They were assured that no personally identifying information would be collected and that their participation would have no impact on their professional roles or performance evaluations. Informed consent was sought from all participants prior to answering the questionnaire.

The survey questionnaires were distributed personally by the researcher and, in schools where physical access was limited, through designated school representatives who assisted in disseminating and retrieving the forms. Respondents were given sufficient time to complete the instrument to ensure accuracy and thoughtful reflection. Completed questionnaires were collected, checked for completeness, and organized systematically for encoding and analysis.

After retrieval, all responses were encoded in a secured digital file and subjected to data cleaning procedures to ensure accuracy and consistency. The researcher maintained

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strict confidentiality throughout the process by storing all documents and digital files in a password-protected system accessible only to the researcher. The completed data set was then forwarded for statistical processing based on the analysis plan aligned with the research questions.

Data Analysis

The data collected from the accomplished survey questionnaires were encoded, organized, and processed using appropriate statistical tools aligned with the objectives of the study. Both descriptive and inferential statistics were employed to analyze the respondents' profile and their assessments of School-Based Management practices, school culture, and school effectiveness.

Descriptive statistics such as frequency counts, percentages, means, and standard deviations were used to summarize the respondents' demographic characteristics and to determine the levels of SBM practices, school culture, and school effectiveness across their respective domains. Weighted means were computed to describe the central tendencies of responses for each indicator, while standard deviations provided information on the variability of perceptions among respondents.

To determine whether significant differences existed in respondents' assessments when grouped according to their profile variables, inferential statistics were applied. Depending on the nature of the data and the number of groups being compared, t-tests for independent samples and one-way Analysis of Variance (ANOVA) were utilized. These tests allowed the researcher to identify whether variations in assessments were statistically significant across demographic groups such as age, sex, years in service, type of school, and SBM level of practice.

To examine the relationships among the three major variables—School-Based Management practices, school culture, and school effectiveness—Pearson Product-Moment Correlation Coefficient was employed. This statistical tool was appropriate because it measures the strength and direction of the linear relationship between continuous variables.

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The results established whether improvements in SBM practices and school culture were associated with higher levels of school effectiveness.

All statistical analyses were performed using a standard statistical software package to ensure accuracy, precision, and efficiency in data processing. A significance level of 0.05 was used as the basis for decision-making in all inferential tests. Findings from these analyses guided the development of the School Improvement Plan anchored on the identified strengths and areas for enhancement within the three variables.

Table 2

Likert Scale Used for School-Based Management Practices

Scale	Verbal Interpretation
4	Very Large Impact
3	Large Impact
2	Slight Impact
1	No Impact

Table 3

Likert Scale Used for School Culture

Scale	Verbal Interpretation
4	Always
3	Often

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2	Sometimes
1	Never

Table 4

Likert Scale Used for School Effectiveness

Scale	Verbal Interpretation
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

The following Likert scales were used to assess the variables included in the study. School-Based Management Practices were evaluated using the scale: Very Large Impact (4), Large Impact (3), Slight Impact (2), and No Impact (1). School Culture was assessed using: Always (4), Often (3), Sometimes (2), and Never (1). School Effectiveness was measured using: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). All data were processed and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26, with the alpha level set at 0.05 for determining statistical significance.

Ethical Consideration

This study adhered to the fundamental ethical standards governing research involving human participants. Prior to data collection, the researcher sought and secured approval from the Schools Division Superintendent and coordinated with district supervisors and school

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heads to ensure that the conduct of the study complied with institutional protocols. Each respondent was informed of the nature, purpose, and objectives of the research, as well as the procedures involved in answering the questionnaire.

Participation in the study was strictly voluntary. Respondents were assured that they had the right to decline participation or withdraw at any point without facing any penalty or disadvantage. Before completing the survey, participants were provided with an informed consent form that outlined their rights, the confidentiality of their responses, and the non-identifying nature of all collected data. No personal or sensitive information that could reveal the identity of the participants or their respective schools was requested to maintain anonymity.

All responses gathered were treated with strict confidentiality. The completed questionnaires were securely stored, encoded, and kept in password-protected digital files accessible only to the researcher. Hard copies were likewise stored in a locked location and will be disposed of properly after the completion of the study. The data were used solely for research purposes and reported in aggregate form to prevent any individual or institution from being identified.

Throughout the research process, the principles of respect for persons, beneficence, and justice were upheld. The study ensured that no harm—physical, psychological, or professional—was inflicted on the respondents. Ethical conduct was observed at every stage, from securing permissions to reporting results, to maintaining the integrity of the research and protecting the welfare of all participants.

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RESULTS AND DISCUSSION

Table 1
Percentage Distribution of the Respondents Profile

Sex	Frequency	Percentage %
Male	96	24.0
Female	304	76.0
Age		
25-30 years old	1	.3
31-35 years old	20	5.0
36-40 years old	43	10.8
41-45 years old	81	20.3
46-50 years old	88	22.0
51-55 years old	93	23.3
56 years old and above	74	18.5
Level of Practice		
Level 1	12	3.0
Level 2	364	91.0
Level 3	24	6.0
Length of Service		
0-5 years	109	27.3
6-10 years	87	21.8
11-15 years	69	17.3
16-20 years	54	13.5
21 years and above	81	20.3

The results of Table 1 reveal a clear demographic pattern among the respondents, starting with sex distribution. The data show that a significantly larger proportion of the respondents are female, accounting for 76.0% (304), while only 24.0% (96) are male. This overwhelming dominance of female respondents mirrors longstanding trends in the Philippine education sector, where teaching and school leadership roles have become increasingly feminized over the years. The high concentration of female educators suggests that women continue to play a pivotal role in public education, not only in instructional duties but also in assuming leadership roles within schools. This finding implies that female educators form the backbone of leadership and instructional supervision in the division, shaping school policies, culture, and management practices. It also reflects the evolving dynamics of educational professionalization in the country, where career stability, nurturing competencies, and the

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collaborative nature of school environments have consistently attracted women into the profession.

The age distribution of respondents presents another noteworthy dimension, highlighting a workforce that is predominantly experienced and mature. The largest age group consists of respondents aged 51–55 years old, comprising 23.3% (93) of the sample, followed closely by those aged 46–50 years at 22.0% (88). Respondents aged 41–45 constitute 20.3% (81), while 18.5% (74) belong to the 56 years old and above category. Collectively, these four age groups constitute a substantial majority of the respondents, indicating that most school leaders and educators are in their mid-career to late-career stages. This pattern suggests that a vast portion of the teaching and leadership workforce is composed of individuals who have gained considerable professional experience, institutional knowledge, and exposure to multiple educational reforms. The smaller representation from younger age groups, particularly the 25–30 years bracket at only 0.3% (1), further reinforces that school leadership roles are typically held by individuals who have accumulated extensive service years and possess the qualifications required for principalship or head teacher positions.

The data on the Level of Practice, representing respondents' School-Based Management (SBM) implementation level, reveal that a substantial 91.0% (364) are classified under Level 2, while 6.0% (24) fall under Level 3 and 3.0% (12) under Level 1. This distribution indicates that the majority of schools are already operating within the institutionalized level of SBM, suggesting that they have established systems and processes aligned with DepEd's SBM guidelines. Being in Level 2 implies that these schools have demonstrated structured governance frameworks, improved community participation, strengthened accountability mechanisms, and consistent documentation of school processes. Meanwhile, the smaller portion of Level 3 respondents indicates that a few schools have achieved a mature or advanced level of SBM implementation marked by continuous improvement cycles, highly engaged stakeholders, and strong evidence-based decision-making processes. The presence of Level 1 respondents demonstrates that certain schools

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still require capacity-building, improved documentation, or enhanced stakeholder engagement to progress toward higher levels of SBM practice.

Looking at the length of service distribution, the results show a diverse composition of respondents based on professional experience. The largest percentage, 27.3% (109), represents educators with 0–5 years of service, indicating that a significant portion of the teaching population consists of relatively new entrants to the system. This is followed by 6–10 years of service with 21.8% (87), and 21 years and above at 20.3% (81). Meanwhile, respondents with 11–15 years and 16–20 years comprise 17.3% (69) and 13.5% (54) respectively. This distribution suggests that while the leadership population is predominantly composed of older individuals, the general teaching workforce includes a blend of novice, mid-career, and seasoned professionals. The high percentage of early-career teachers can be attributed to ongoing national hiring efforts, while the strong representation of long-serving educators reinforces that the system retains many experienced personnel who contribute stability and continuity in school operations.

The combination of an overwhelmingly female workforce and an age profile skewed toward older age groups presents an interesting demographic portrait of the respondents. It implies that the leadership landscape is shaped by women who have spent considerable years in service, suggesting a stable and experienced leadership pipeline within the schools. This demographic pattern also speaks to the culture of continuity and nurturing traditionally associated with the education profession. The dominance of experienced educators likely influences leadership styles, communication patterns, decision-making approaches, and the overall school culture reflected in the later sections of your study. The mixture of long-serving and early-career teachers enhances the potential for mentorship, knowledge transfer, and team collaboration, contributing toward organizational resilience and adaptability.

When examined collectively, the age and length of service results show that leadership is predominantly held by individuals who have progressed through multiple stages of professional growth, undergone leadership training, and possibly passed examinations such as the Principals' Test. The near absence of younger respondents in leadership roles

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underscores that pathway to school headship in the country remains time-dependent, requiring years of service, accumulated experience, and formal credentials before one can assume such roles. This dynamic helps explain the relatively high levels of SBM practice observed in the division—schools led by experienced leaders are more likely to adhere to governance standards, sustain accountability systems, and maintain organized documentation processes.

The distribution of SBM levels demonstrates that institutionalization has been achieved by the majority of schools, suggesting a widespread understanding and implementation of governance principles such as participatory decision-making, aligned budgeting, and collaborative planning. The presence of Level 3 schools—although modest—indicates potential leadership exemplars within the division, capable of modeling best practices and providing peer mentoring for other schools aspiring to reach advanced levels of SBM implementation. The small cluster of Level 1 schools, meanwhile, highlights areas where additional support, capacity-building, or monitoring may be necessary. These variations imply that while the division generally performs well in governance practices, targeted interventions are still needed to ensure that all schools progress at similar rates.

Taken together, the demographic characteristics of the respondents paint a portrait of a school system led by experienced and predominantly female educators who are implementing SBM at an institutionalized level. This combination of demographic strength and governance maturity suggests that the school division possesses a stable foundation for sustaining school improvement efforts. The distribution also suggests that many schools are in a position to strengthen school culture, instructional practices, and overall effectiveness, as will be explored in later tables of your study. The strong representation of experienced educators and the substantial number of teachers with fewer service years also reflect a dynamic mix that could support long-term succession planning in school leadership teams.

The results align with patterns frequently noted in prior educational research. Studies claim that the teaching profession, especially in basic education, tends to be heavily dominated by women who often display strong relational, collaborative, and nurturing leadership qualities

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(Muliati et al., 2022). Previous studies show that older educators and those with extensive service years tend to occupy leadership roles due to accumulated experience, exposure to policy reforms, and professional maturity. Researchers from previous studies state that leadership distribution often mirrors career staging, where principalship positions are typically filled by educators with long-standing experience, stability, and familiarity with school systems.

These findings are likewise supported by numerous studies claiming that schools with experienced leadership teams and seasoned teaching staff are more likely to implement structured systems such as SBM effectively. Research consistently suggests that higher SBM levels are often achieved in schools that have stable leadership, well-established processes, and staff who understand the value of accountability and collective governance (Purnomo et al., 2024). Other studies argue that a mature workforce contributes to school effectiveness due to deeper institutional knowledge, stronger professional networks, and a heightened sense of responsibility in maintaining educational standards. Thus, the demographic patterns observed in Table 1 align with broader research trends underscoring the importance of experience, gender representation, and professional longevity in shaping school leadership and governance outcomes.

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Table 2
School Based Management Practices in terms of Leadership and Governance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. In place is a Development Plan developed collaboratively by the stakeholders of the school community	3.58	Very Large Impact	3
2. The development plan (SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges, and opportunities.	3.47	Large Impact	5
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders	3.61	Very Large Impact	1
4. A leadership network facilitates communication between and among school and community leaders to inform decision-making and solving of school-community wide learning problems.	3.59	Very Large Impact	2
5. A long-term program that addresses the training and development needs of school and community leaders is in operation.	3.48	Large Impact	4
Composite Mean	3.54	Very Large Impact	

Legend: 3.50 – 4.00 = Very Large Impact; 2.50 – 3.49 = Large Impact; 1.50 – 2.49 = Slight Impact; 1.00 – 1.49 = Not at All

The results presented in Table 2 show that respondents perceive the implementation of School-Based Management practices in terms of leadership and governance as having a Very Large Impact, as reflected in the composite mean of 3.54. This suggests that leadership and governance structures within the schools play a major and highly influential role in shaping school operations and decision-making processes. The high composite mean indicates that respondents find the established leadership mechanisms to be very effective in steering schools toward collaborative planning, policy alignment, and strategic improvement efforts. The consistently high ratings imply that leadership practices are functioning well and are considered valuable by stakeholders, pointing to the strength of governance systems that facilitate order, participation, and shared responsibility. Overall, the results convey that leadership and governance are central components of the SBM framework, with school heads

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and stakeholders actively fulfilling their roles in planning, coordinating, and guiding the overall direction of the school.

Among all indicators, the highest weighted mean of 3.61 is found in the statement: "The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders." This very high rating shows that respondents strongly believe that their schools operate under well-defined organizational structures, with clear guidance on how responsibilities are distributed among personnel. This suggests that schools have established systematic processes that enable stakeholders—teachers, school heads, parents, and community members—to understand their functions and contribute meaningfully to school activities. A clear structure is essential for ensuring accountability and maintaining smooth operations, and the very high mean score reflects widespread confidence in how responsibilities and leadership duties are communicated and executed. Such clarity minimizes confusion, ensures transparency, and contributes significantly to a cohesive school environment in which everyone knows how to participate in achieving institutional goals.

Following closely is the indicator describing the leadership network that facilitates communication between and among school and community leaders, which received a weighted mean of 3.59. This value reflects a strong perception that communication lines are active, accessible, and collaborative across various leadership groups within the school environment. The high score signifies that both school and community leaders effectively engage in dialogue and problem-solving processes and that communication is not restricted to internal school personnel alone. This also demonstrates that schools maintain functional partnerships with community stakeholders, strengthening the link between the school and its broader social environment. The strong communication network enables leaders to coordinate responses to issues, share insights, exchange resources, and solve school-community learning concerns efficiently. Such an environment fosters collective accountability and extends leadership influence beyond the school gate, ensuring that decision-making integrates community perspectives.

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The indicator referring to the existence of a development plan created collaboratively by stakeholders also received a high weighted mean of 3.58, reflecting a very large impact on leadership and governance. This suggests that respondents observe strong stakeholder participation in creating and maintaining school development plans, which are essential tools for aligning goals, strategies, and resource allocations. A collaboratively developed plan signifies that teachers, school leaders, parents, and community representatives are all involved in strategic planning processes that guide school improvement initiatives. This level of collaboration strengthens a sense of shared direction and encourages collective ownership of school goals. The very high rating implies that stakeholders do not merely approve plans but take an active role in shaping them, making the school development plan a product of collective insight, assessment, and prioritization. This enhances the quality and relevance of school planning and ensures that the school's developmental trajectory reflects the community's needs and aspirations.

Meanwhile, the indicator concerning the long-term program that addresses the training and development needs of school and community leaders attained a weighted mean of 3.48, which, although slightly lower than the others, still falls under the "Large Impact" range. This result suggests that while training and development initiatives are indeed present, respondents perceive these programs as slightly less impactful than other governance-related practices. It may imply that leadership training programs are implemented but possibly not as consistently or comprehensively as other governance activities. This may also reflect variations in access to professional development opportunities across schools, or it may point to the need for more specialized training tailored to strategic leadership, data-driven decision-making, and community partnership building. Despite this, the mean score remains high, indicating that leadership development programs still play an important role in strengthening governance practices, though additional enhancement may further elevate their perceived impact.

The perception that the development plan or School Improvement Plan (SIP) is regularly reviewed by the school community received the lowest weighted mean of 3.47, but

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it still reflects a "Very Large Impact" rating. This indicates that while respondents believe that regular review processes are indeed taking place, this practice may not be as consistently implemented or as visible across all schools compared to other areas of governance. The slightly lower rating could mean that the frequency, thoroughness, or stakeholder involvement in the review of development plans varies among schools. Despite being the lowest, the score remains high, suggesting that SIP review is generally practiced and valued, but schools may benefit from strengthening their monitoring and evaluation systems. This includes ensuring that reviews are conducted systematically, that findings are communicated transparently, and that necessary adjustments to plans are evidence-based and collaboratively approved.

Collectively, the ratings across all indicators demonstrate that schools are successfully implementing leadership and governance practices aligned with SBM principles. Every indicator received a rating above 3.47, which clearly shows that respondents regard all governance-related mechanisms as impactful. This consistent pattern of high ratings implies that leadership within these schools is both participatory and strategic. Stakeholder engagement is present in planning, structural clarity is emphasized, communication is well-established, and professional development is acknowledged as an important governance activity. These results paint a picture of an educational environment in which leadership is not confined to school heads alone but is distributed across stakeholders who understand their roles, collaborate meaningfully, and support school improvement initiatives. The results reflect a governance system that is matured, responsive, and well-aligned with school needs.

The composite mean of 3.54, interpreted as "Very Large Impact," reinforces that leadership and governance constitute one of the strongest components of the schools' SBM implementation. This high-level performance in governance suggests that schools possess strong planning mechanisms, effective communication systems, and a collaborative culture that nourishes school-wide involvement in decision-making. A strong governance foundation ensures that school operations remain smooth, coherent, and aligned with institutional goals. The results imply that leadership and governance practices make a significant contribution to the schools' overall functionality and readiness to meet organizational challenges. It also

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**** indicates that respondents feel confident about their leadership systems, which likely influences organizational climate, teacher motivation, and community participation.

These results align with various studies claiming that effective leadership and governance are crucial components of school success. Previous studies show that shared leadership, distributed decision-making, and collaborative planning significantly enhance school responsiveness and organizational coherence (Timothéou et al., 2022). Research consistently states that schools with clear structures, active communication networks, and stakeholder involvement are more likely to implement effective improvement strategies and sustain long-term progress. Numerous studies highlight that when leadership is shared, communication is open, and responsibilities are clarified, schools exhibit stronger accountability, improved planning processes, and higher levels of collective ownership over school outcomes.

Furthermore, researchers from previous studies argue that capacity-building programs and continuous development efforts for school leaders enhance overall governance quality. Studies claim that leaders who undergo regular professional development are more capable of steering their schools toward innovation, data-driven decision-making, and collaborative governance (Zheng et al., 2021). The present findings, therefore, are supported by a growing body of research suggesting that strong leadership networks, comprehensive development plans, and structured organizational systems create conditions where schools can effectively implement SBM and achieve improved outcomes. These connections between the present results and prior studies reinforce the conclusion that leadership and governance are foundational pillars of effective school-based management.

Table 3

School Based Management Practices in terms of Curriculum and Learning

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. The curriculum provides for the development	3.62	Very Large Impact	1

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needs of all types of learners in the school community.		
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	3.52	Very Large Impact 5
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.	3.43	Large Impact 6
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	3.42	Large Impact 7
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation for the attainment of relevant life skills.	3.53	Very Large Impact 4
6. Learning managers and facilitators (Teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's VMG.	3.61	Very Large Impact 2
7. Methods and resources are learner and community friendly, enjoyable, safe,	3.58	Very Large Impact 3

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inclusive, accessible, and aimed at developing self-directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their learning.

Composite Mean	Very Large Impact
3.53	

Legend: 3.50 – 4.00 = Very Large Impact; 2.50 – 3.49 = Large Impact; 1.50 – 2.49 = Slight Impact; 1.00 - 1.49 = Not at All

The results of Table 3 reveal that respondents perceive School-Based Management practices in terms of curriculum and learning as having a Very Large Impact, as indicated by the composite mean of 3.53. This composite score signifies that curriculum implementation, development processes, instructional strategies, and learning support systems are seen as highly influential components of SBM. The high valuation given by respondents suggests that curriculum and learning are central pillars in school governance, shaping not only instructional quality but also the broader educational experiences of students. The very large impact rating reflects an educational environment where curricular activities, instructional interactions, and learning processes are evidently aligned with the needs of learners and supported by leadership practices that emphasize quality teaching and holistic growth.

The highest-rated indicator, with a weighted mean of 3.62, states that "the curriculum provides for the development needs of all types of learners in the school community." This indicator's top ranking means that respondents strongly believe that their school's curriculum is responsive, inclusive, and differentiated to cater to diverse learner profiles. The very high rating suggests that differentiation, adaptability, and alignment with learner needs are priorities within these schools. Such a result implies that teachers, school heads, and curriculum developers consciously consider various learner abilities, backgrounds, interests, and developmental milestones when designing and implementing instructional programs. This

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level of responsiveness demonstrates a recognition of learner diversity and a commitment to equitable education, ensuring that students receive appropriate learning opportunities regardless of their individual differences.

Closely following is the indicator with a weighted mean of 3.61, which highlights that "learning managers and facilitators nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's VMG." This score reflects the strong commitment of educators and school leaders to create safe, nurturing, and value-driven spaces. The high rating indicates that respondents perceive teachers and administrators as role models who uphold the school's vision, mission, and goals. It suggests that values education, child protection, and emotional support form a substantial part of the learning environment. Such perceptions point toward schools where institutional culture is aligned with the curriculum, and where educators serve as key agents in fostering positive behavior, guiding students toward ethical conduct, and ensuring that learning experiences remain safe, structured, and supportive.

Another highly rated indicator, with a weighted mean of 3.58, describes that "methods and resources are learner- and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners." This result underscores the respondents' strong belief that teaching methods are appropriate to the learners' contexts and that learning materials are carefully selected to maximize engagement, safety, inclusivity, and accessibility. The very high impact rating suggests that schools place emphasis on designing learning experiences that are not only academically rigorous but also enjoyable and meaningful. The mention of "self-directed learners" indicates that respondents perceive curriculum implementation as geared toward building independent, responsible, and reflective learners who can manage their own learning processes. This further emphasizes the learner-centered approach being practiced within the schools.

The indicator concerning the continuous review and improvement of assessment tools yielded a weighted mean of 3.53, also interpreted as a Very Large Impact. Respondents recognize that assessment practices undergo regular refinement and contextualization to align

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with learners' needs and the local environment. This indicates that assessments are not treated as static or generic tools but rather undergo ongoing evaluation to ensure relevance and effectiveness. The high rating suggests that assessment results are used meaningfully in improving instructional practices and in helping learners achieve essential life skills. Schools appear to be practicing accountable assessment systems where data gathered from learner performance informs planning, remediation, enrichment, and curricular adjustments. Such practices highlight a strong culture of feedback and continuous improvement.

The implemented curriculum being localized to make learning more meaningful received a weighted mean of 3.52, reflecting yet again a Very Large Impact. This result shows that respondents believe localization efforts are actively implemented to connect curriculum content to real-life community contexts. Localization ensures that lessons resonate with learners' lived experiences, cultural backgrounds, and environmental conditions. The high score implies that contextualization is not just a theoretical goal but a practical, observable practice within schools. Such an approach increases learner engagement, improves comprehension, and fosters relevance in education. It indicates that teachers and school leaders recognize the importance of grounding instruction in authentic contexts to better equip learners with practical knowledge and community-based skills.

Two indicators received slightly lower ratings, though still within the high-impact range. The item stating that "a representative group of school and community stakeholders develop methods and materials for creative thinking and problem solving" obtained a weighted mean of 3.43, interpreted as a Large Impact. This implies that while stakeholder involvement in developing materials is occurring, it may vary across schools or may not be as consistently practiced as other activities. Similarly, the item concerning collaborative monitoring of learning systems by the community received a weighted mean of 3.42, also indicating a Large Impact. Though high, these scores suggest areas where schools could further strengthen stakeholder participation. They show that the collaborative and community-driven aspects of curriculum development are valued but may require additional structure, support, or frequency to match the very high-performing indicators.

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Overall, the uniformly high ratings across all indicators, ranging from 3.42 to 3.62, demonstrate a strong and cohesive curriculum and learning system within the schools. Respondents clearly perceive curricular processes as well-planned, learner-centered, inclusive, and responsive to community needs. The consistency of high ratings signifies that curriculum implementation is a major strength of the schools' SBM practice and that instructional leadership is actively supporting these efforts. This strong curriculum foundation likely contributes substantially to student development, teacher effectiveness, and the overall functioning of the school system. The results reflect a school environment that values curriculum alignment, instructional quality, and continuous improvement—all of which are essential for long-term educational success.

These findings are consistent with various research claims that curriculum quality and instructional relevance are among the strongest predictors of student success. Numerous studies argue that a curriculum designed to meet learner needs, contextualized to the local environment, and supported by teacher values and professionalism significantly enhances learning outcomes (Alam, 2022). Research also shows that when assessment tools are regularly updated, localized, and used for instructional decision-making, teaching becomes more adaptive and responsive to student needs. These findings align with broader research that emphasizes the importance of proper curriculum planning and monitoring in achieving school goals.

Furthermore, previous studies show that learner-friendly methods, inclusive environments, and values-driven instruction contribute to higher levels of student engagement, motivation, and self-direction. Researchers consistently state that learning environments that integrate community involvement, contextualization, and collaborative monitoring create more meaningful and empowering educational experiences (Bozkurt et al., 2021). Studies claim that when teachers model the school's vision and mission, uphold positive values, and foster safe spaces, learners develop stronger academic and socio-emotional skills. Thus, the results in Table 3 strongly resonate with existing research, reinforcing the idea that effective curriculum implementation is at the heart of successful school-based management.

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Table 4

**School Based Management Practices in terms of Leadership and Governance
Accountability and Continuous Improvement**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	3.66	Very Large Impact	1
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	3.63	Very Large Impact	2
3. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	3.57	Very Large Impact	3
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon. (PROCESS)	3.50	Very Large Impact	5
5. Participatory assessment of performance is done regularly with the community.	3.51	Very Large Impact	4

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Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.

Composite Mean	3.58	Very Large Impact
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Legend: 3.50 – 4.00 = Very Large Impact; 2.50 – 3.49 = Large Impact; 1.50 – 2.49 = Slight Impact; 1.00 - 1.49 = Not at All

The results in Table 4 show that School-Based Management practices related to accountability and continuous improvement are perceived to have a Very Large Impact, as evidenced by the composite mean of 3.58. This high overall rating suggests that schools within the division have developed strong accountability systems that guide planning, monitoring, and evaluation processes. A very large impact rating indicates that these mechanisms are not just present but actively functioning and influencing school practices in substantial ways. Schools appear to be implementing structured systems for tracking progress, reviewing outcomes, and adjusting strategies based on performance data, meaning that accountability is embedded into routine school operations. This strong emphasis on measurement and improvement indicates a culture where transparency, responsibility, and goal alignment are prioritized.

The highest-rated indicator, “Roles and responsibilities of accountable person/s and collective bodies are clearly defined and agreed upon by community stakeholders,” obtained a weighted mean of 3.66, interpreted as Very Large Impact. This demonstrates that respondents strongly agree that clarity of roles is a major strength in their accountability systems. Clear role definition ensures that each stakeholder—school heads, teachers, committees, parents, community partners—knows exactly what they are expected to do. This clarity prevents overlap, confusion, and inefficiencies, enabling smoother coordination and more coherent planning. The high rating also suggests that schools do not operate under

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ambiguous or informal structures; instead, responsibilities are negotiated, documented, and communicated. Such clarity strengthens trust among stakeholders and ensures that all participants understand their contribution to school performance.

The indicator stating that goal achievement is recognized through a collaboratively developed performance accountability system, which also addresses gaps through appropriate action, received a weighted mean of 3.63, placing it second. This score suggests that respondents believe their schools possess functional accountability frameworks that do more than simply list objectives—they systematically measure progress and identify areas needing corrective measures. Recognition of achievement also indicates that schools value morale-building and motivational approaches that affirm positive outcomes. Meanwhile, addressing gaps through appropriate actions shows that accountability is used not as punitive oversight but as a continuous improvement tool. The high value assigned to this indicator demonstrates that performance monitoring is both established and actively utilized to guide school improvement, creating a culture of reflective practice.

The third-ranked indicator, "The accountability system owned by the community is continuously enhanced to ensure responsiveness to emerging needs," has a weighted mean of 3.57. This reflects the dynamic nature of the school-community accountability relationship. Respondents perceive that accountability mechanisms are not static but undergo regular enhancements in response to shifting learner demographics, contextual challenges, and evolving educational demands. This continuous enhancement is a sign of maturity in governance practices, showing that schools and their communities commit to updating strategies to remain relevant. The high rating also shows that parents, barangays, and other local partners are not passive observers but active contributors who help shape, evaluate, and improve accountability systems.

Indicators related to the collaborative development of accountability tools, criteria, feedback mechanisms, and validation techniques yielded a weighted mean of 3.50, still within the Very Large Impact range but comparatively the lowest among the items. This suggests that although the collaborative development of accountability tools does occur, it may not be

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as consistently or extensively practiced as other processes. Respondents may feel that not all schools provide equal opportunity for stakeholders to co-create or refine assessment tools. The somewhat lower rating implies room for strengthening participatory processes in designing feedback systems and validation techniques, ensuring that stakeholders' voices are fully integrated into tools used for evaluation. Despite this, the rating remains high, indicating that collaboration does exist and contributes meaningfully to accountability functions in schools.

The indicator describing participatory assessment of performance done regularly with the community garnered a weighted mean of 3.51, interpreted as Very Large Impact. This suggests that respondents observe active community involvement in reviewing school performance, validating results, and generating insights. The mention of "lessons learned" being used for feedback, technical assistance, recognition, and plan adjustment shows that assessment practices are not merely compliance-driven but are actually integrated into the improvement cycle. This high rating indicates that assessment results do not remain on paper but influence meaningful changes in plans and instructional practices. The involvement of community partners also enhances transparency and fosters shared responsibility for both successes and areas requiring improvement.

Taken together, all indicators in Table 4 fall within the Very Large Impact range, with weighted means between 3.50 to 3.66. This consistency suggests that accountability and continuous improvement systems are strong, well-established, and widely recognized across schools in the division. Respondents clearly perceive these mechanisms as essential to school functioning, especially in aligning efforts toward school goals, refining practices, and meeting learner needs. The overall pattern of responses reinforces that school heads are effectively implementing SBM principles related to accountability, stakeholders are involved in monitoring and evaluation, and schools routinely adjust practices based on performance data. This demonstrates a governance culture that values responsible stewardship, collective decision-making, and sustainable growth.

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The high composite mean further implies that schools are not only fulfilling accountability requirements but are internalizing them as part of their culture. This internalization ensures that accountability is not seen as an external obligation imposed by higher offices, but as a proactive strategy for ensuring school success. The consistency across indicators reflects a cohesive system where planning, monitoring, evaluation, feedback, and decision-making form an integrated cycle. Such coherence strengthens the school's overall SBM maturity and capacity to maintain quality educational services within the community.

These findings resonate with a wide body of literature claiming that schools with clearly defined roles and inclusive accountability frameworks achieve better alignment between goals and actions. Numerous studies argue that when accountability is distributed among individuals and stakeholder groups, decision-making becomes more grounded, transparent, and responsive (Ekwaru et al., 2021). Research further suggests that collaborative performance monitoring enhances school improvement because it ensures that multiple perspectives are considered when evaluating progress. This collective approach supports continuous learning and fosters stronger school-community trust.

Likewise, researchers from previous studies emphasize that continuous improvement systems—backed by feedback mechanisms, stakeholder monitoring, and regular performance reviews—lead to more effective and sustainable school reforms. Studies claim that accountability tools, when collaboratively developed and regularly enhanced, produce more accurate data and more actionable insights. Many studies also assert that participatory assessment processes motivate schools to sustain quality practices and empower stakeholders to take active roles in educational development (Handoko et al., 2024). Thus, the results in Table 4 strongly align with established research highlighting accountability and continuous improvement as core drivers of successful SBM implementation.

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Table 5

School Based Management Practices in terms of Leadership and Governance

Management resources

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	3.57	Very Large Impact	1
2. There is a regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plan.	3.51	Very Large Impact	4
3. There is in place a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resource.	3.49	Large Impact	5
4. Regular monitoring, evaluation, and reporting process of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators and community stakeholders.	3.54	Very Large Impact	3

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5. There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.	3.54	Very Large Impact	2
Composite Mean	3.53	Very Large Impact	

Legend: 3.50 – 4.00 = Very Large Impact; 2.50 – 3.49 = Large Impact; 1.50 – 2.49 = Slight Impact; 1.00 - 1.49 = Not at All

The results in Table 5 show that School-Based Management practices in terms of management of resources are perceived by respondents to have a Very Large Impact, as indicated by the composite mean of 3.53. This overall evaluation suggests that the processes related to managing school resources—such as inventory, allocation, monitoring, evaluation, reporting, and partnership-building—are implemented effectively and are regarded as highly meaningful in supporting school operations. The consistently high scores imply that respondents recognize resource management as a crucial aspect of school functioning, one that ensures that materials, finances, facilities, and partnerships are used optimally to support learning and improvement. This high composite mean reflects a well-structured and functional resource management system that aligns with the principles of School-Based Management, where transparency, efficiency, and stakeholder participation are emphasized.

The highest-rated indicator, with a weighted mean of 3.57, pertains to the collaborative undertaking of regular resource inventory by learning managers, facilitators, and community stakeholders. This very high rating suggests that resource inventory is not treated as an internal school responsibility alone but rather as a shared function involving multiple stakeholders. The result implies that respondents strongly believe resource auditing and inventory processes are implemented thoroughly and inclusively, fostering transparency and accountability. Collaborative inventory approaches help verify the availability and condition of resources, reduce discrepancies, prevent wastage, and ensure that the school community

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shares ownership of school materials and funds. Such a system reinforces trust and demonstrates that the school is committed to open and accountable management practices.

The indicator with the second-highest rating, with a weighted mean of 3.54, states that there is a system that manages network and linkages and strengthens and sustains partnerships for improving resource management. This rating shows that respondents value the school's efforts in establishing and maintaining partnerships with various stakeholders such as local government units, private organizations, alumni associations, and community groups. Such partnerships often result in increased access to resources, including financial assistance, infrastructure support, learning materials, and services that complement school needs. The very large impact rating indicates that these partnerships play a critical role in helping schools mobilize additional resources, respond to emergent challenges, and bridge gaps that cannot be addressed solely through internal funds. This also demonstrates that schools recognize resource management as a community-shared responsibility.

The indicator concerning regular monitoring, evaluation, and reporting processes of resource management, which yielded a mean of 3.54, also reflects a Very Large Impact. This high score implies the presence of systematic and well-documented monitoring practices that ensure transparency and accountability in how school resources are used. Respondents perceive that learning managers and community stakeholders actively participate in evaluating resource usage, which promotes improved planning and corrective actions. Such monitoring processes allow schools to track expenditures, detect inefficiencies, and ensure that available resources are used appropriately and aligned with school priorities. These mechanisms reinforce a cycle of continuous improvement wherein decisions are guided by accurate and updated data.

The indicator regarding regular dialogue for planning and programming, with a weighted mean of 3.51, reflects another aspect of strong stakeholder engagement. Respondents view dialogue sessions as accessible and inclusive platforms for discussing resource-related concerns, project plans, and improvement strategies. The very large impact rating indicates that planning discussions are not limited to internal personnel but extend to

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community members who contribute insights, contextual knowledge, and support. This finding implies that schools value collective decision-making and recognize the benefits of diverse perspectives when planning for resource allocation, project implementation, and institutional priorities. Regular dialogue also strengthens transparency and fosters a culture of shared ownership for school improvement.

The indicator with the lowest weighted mean, 3.49, states that a community-developed resource management system drives appropriation and efficient use of resources. Although this is the lowest rating among the items, it is still interpreted as Large Impact, showing that respondents acknowledge the existence and importance of structured systems for resource utilization but may perceive slight variations in its implementation or visibility across different schools. This may reflect that while schools have established systems, not all may be equally developed or optimally applied. Nonetheless, the high score indicates that resource management practices remain functional and are guided by community-influenced standards that help ensure appropriateness, fairness, and efficiency.

Overall, all indicators in Table 5 display strong and positive ratings ranging from 3.49 to 3.57, consistently falling within the Large Impact and Very Large Impact categories. This consistent pattern reveals that resource management is a major strength of the division's SBM implementation. Respondents perceive that their schools maintain well-organized systems that support effective utilization, distribution, and mobilization of resources. These results also suggest that stakeholders place great importance on accountability and transparency in resource management, reinforcing that collaborative oversight and inclusive processes form a foundational part of school governance. Schools appear to value systematic planning, active monitoring, and partnership-building, all of which contribute to more sustainable and responsive resource allocation systems.

The strong performance in resource management also indicates the division's capacity to utilize resources efficiently to meet school needs and improvement targets. When resource systems are well managed, schools can better support teaching and learning, address infrastructure concerns, and ensure that learners have access to necessary materials and

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programs. The emphasis on collaborative practices in inventory, planning, monitoring, and partnership-building reinforces that resource management is viewed not as a technical task but as a community-centered responsibility that strengthens trust and improves stakeholder engagement. These results also highlight the division's readiness to support innovation, respond to challenges, and uphold accountability in school operations.

The findings in Table 5 align with numerous studies claiming that effective resource management is a vital component of successful School-Based Management implementation. Research consistently states that collaborative inventory, transparent monitoring, and participatory budgeting processes enhance school efficiency and community trust (DeMatthews et al., 2021). These studies emphasize that when school and community members jointly manage resources, the school becomes more capable of sustaining programs, minimizing wastage, and bridging resource gaps. The present findings reflect these research claims, demonstrating that shared responsibility in resource management helps strengthen governance structures.

Supporting research further argues that strong partnerships and community linkages significantly enhance a school's capacity to mobilize and utilize resources effectively. Studies show that external stakeholders contribute not only material support but also technical expertise and contextual insights that improve decision-making (Guzman, 2022). Research also suggests that regular dialogue, joint evaluation, and collaborative planning enhance accountability and reinforce a culture of continuous improvement in resource utilization. The high ratings in Table 5 mirror these conclusions, showing that schools with inclusive and transparent resource management practices are more capable of sustaining their improvement efforts and adapting to emerging needs.

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Table 6

Summary table on School Based Management Practices

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Leadership and Governance	3.54	Very Large Impact	2
2. Curriculum and Learning	3.53	Very Large Impact	3.5
3. Accountability and Continuous Improvement	3.58	Very Large Impact	1
4. Management resources	3.53	Very Large Impact	3.5
Composite Mean	3.55	Very Large Impact	

Legend: 3.50 – 4.00 = Very Large Impact; 2.50 – 3.49 = Large Impact; 1.50 – 2.49 = Slight Impact; 1.00 - 1.49 = Not at All

The results presented in Table 6 offer a consolidated view of the four major domains of School-Based Management (SBM) practices, revealing an overall composite mean of 3.55, which is verbally interpreted as Very Large Impact. This composite score reflects the respondents' strong belief that SBM practices are not only implemented but implemented effectively across all domains. The uniformly high ratings across leadership, curriculum, accountability, and resource management demonstrate that SBM is deeply embedded in the school system and that its principles are guiding school processes, decision-making, and organizational functioning. This high composite rating signifies a school environment characterized by participatory leadership, collaborative culture, transparent governance, and consistent stakeholder involvement. The results show that SBM is functioning as intended: as a holistic framework that empowers schools, strengthens internal systems, and improves overall school operations.

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Among the four domains, Accountability and Continuous Improvement emerged as the highest, with a weighted mean of 3.58, ranking first. This result indicates that respondents perceive their schools as highly committed to transparency, monitoring, evaluation, and progressive refinement of practices. Accountability appears to be the central pillar of SBM implementation in the division, reflecting a strong culture of responsibility and continuous learning. The high score suggests that respondents see their schools conducting regular performance reviews, ensuring clear roles and responsibilities, and maintaining mechanisms to identify gaps and address them with appropriate action. This finding implies that continuous improvement cycles are consistently practiced, allowing schools to adjust their plans, refine strategies, and remain aligned with their goals. It also suggests that stakeholders value evidence-based decision-making and systematic evaluation.

The domain of Leadership and Governance, with a weighted mean of 3.54, occupies the second rank. This strong rating underscores the crucial role of leadership in driving effective SBM implementation. Respondents perceive their school heads and governance structures as highly influential in setting direction, promoting collaboration, and ensuring alignment with the school's vision and mission. The high score reinforces that leadership practices—such as participatory planning, structured communication, and clearly defined responsibilities—are operating successfully in the schools. The slightly lower ranking compared with accountability does not diminish its value; instead, it points to leadership and governance being one of the strongest pillars supporting school operations. This suggests that leadership in the division embodies the principles of inclusivity, strategic planning, and shared responsibility.

The two remaining domains—Curriculum and Learning and Management of Resources—share equal weighted means of 3.53, placing them jointly in third rank. The equal scoring reveals that respondents view curriculum implementation and resource management as equally impactful aspects of SBM, both contributing meaningfully to school performance. The rating for curriculum and learning suggests that respondents believe instructional practices, learner-centered strategies, contextualization of content, and assessment processes

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are effectively implemented. This high score signals strong instructional leadership, teacher collaboration, and responsiveness to learner needs. Meanwhile, the identical score for management of resources indicates that respondents perceive resource allocation, inventory processes, partnership-building, and monitoring systems to be functioning at very high levels. These results underscore that schools have developed resource systems that support instructional delivery and school improvement priorities.

The high and nearly identical means across the four domains demonstrate the internal consistency of SBM practices in the division. Respondents clearly do not see SBM as fragmented or unevenly applied. Instead, SBM appears to be functioning as an integrated system, where leadership guides direction, curriculum drives instructional quality, accountability ensures improvement, and resource management supports operational efficiency. The close range of means—from 3.53 to 3.58—suggests uniform strength across domains and a balanced implementation of SBM principles. Such uniformity reinforces the idea that schools do not excel in only one or two areas; rather, they display holistic competence across governance, instruction, evaluation, and resource handling.

The results portray a school division where SBM is not only present but well-institutionalized. Leadership structures appear to be facilitating planning and stakeholder engagement, curriculum implementation appears to align with learner needs, accountability mechanisms seem to be driving productive monitoring cycles, and resource management practices are evidently collaborative and transparent. These consistent strengths indicate that schools are operating with systems thinking, recognizing how each domain influences and complements the others. For example, resource management directly supports curriculum delivery, while leadership and governance reinforce accountability systems. This interdependence results in high overall functioning and a positive school climate.

The Very Large Impact ratings across all domains also imply that respondents have high awareness and understanding of SBM processes. Such familiarity suggests that SBM is not treated as a compliance-driven requirement but as an operational framework guiding daily school practices. Respondents clearly believe that SBM principles shape the way decisions are

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made, how resources are used, how roles are assigned, and how progress is monitored. Their responses reflect confidence in the maturity of school systems and the effectiveness of leadership in maintaining meaningful structures and practices. The high ratings also imply that schools have institutional cultures that support openness, collaboration, and shared accountability.

Another implication of the uniformly high ratings is the likelihood that schools have already undergone multiple SBM validation cycles, leading to improved documentation, refined processes, and strengthened stakeholder relationships. Schools with strong SBM practices typically demonstrate an ability to articulate their vision and translate it into actionable programs, ensuring that curriculum, governance, and resource systems are aligned with school goals. Respondents' strong agreement across all domains reflects this level of refinement and suggests that schools are functioning with clarity, structure, and strategic direction.

These results are strongly supported by numerous studies claiming that the effectiveness of School-Based Management is anchored on the strength of its core domains, which must work together to reinforce school performance. Research consistently states that accountability and continuous improvement systems serve as critical mechanisms that ensure school operations remain aligned with goals and responsive to changing needs (Kevin et al., 2025). Studies further argue that leadership and governance provide the direction and structure necessary for effective curriculum implementation and resource allocation. These general research findings are reflected in the current results, where all domains are highly rated and perceived as mutually reinforcing components.

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Table 7

School Culture in terms of School Culture

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teachers and staff discuss instructional strategies and curriculum issues.	3.75	Always	3
2. Teachers and staff work together to develop the school schedule.	3.80	Always	1
3. Teachers and staff are involved in the decision-making process with regard to materials and resources.	3.78	Always	2
4. The student behavior code is a result of collaboration and consensus among staff.	3.59	Always	5
5. The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.	3.65	Always	4
Composite Mean	3.71	Always	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

The results shown in Table 7 reveal that professional collaboration within the schools is perceived by respondents as occurring Always, with a composite mean of 3.71. This high rating demonstrates that collaborative practices among teachers and staff are deeply embedded in the school culture and are consistently practiced across the division. Such consistency implies a highly cooperative environment where instructional support, teamwork, and collegial engagement are part of the daily operations. The fact that all indicators fall within

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the "Always" interpretation signifies that collaboration is not merely encouraged but is actively happening and is considered a normal aspect of school functioning. This strong culture of collaboration supports effective planning, problem-solving, and professional growth, ultimately contributing to improved instructional quality and school climate.

The highest-rated indicator, with a weighted mean of 3.80, pertains to the statement: *"Teachers and staff work together to develop the school schedule."* This demonstrates that respondents strongly believe the creation of the school schedule is a shared responsibility, reflecting a deep sense of ownership and respect for collective decision-making. Collaborative scheduling ensures that instructional time is maximized, teacher workloads are balanced, and the needs of learners are prioritized. The very high rating suggests that teachers and staff view scheduling not as an administrative task handled by a few but as a collective process that benefits from diverse perspectives. This indicates a school culture where staff voices are heard, where teachers' professional needs are considered, and where logistical concerns are addressed through teamwork.

Closely following is the indicator with a weighted mean of 3.78, which states that teachers and staff are involved in decision-making processes related to materials and resources. This high rating highlights that teachers have active roles in determining what resources are needed, how they should be allocated, and which instructional materials best support student learning. Involving teachers in these decisions strengthens their sense of agency and ensures that resource-related choices reflect classroom realities. The high score also suggests that resource management processes in the division are participatory and responsive, allowing teachers and staff to contribute insights that enhance instructional effectiveness. This reinforces a culture where teachers are valued professionals whose opinions directly influence school operations.

The indicator stating that teachers discuss instructional strategies and curriculum issues received a weighted mean of 3.75, which ranks third. This indicates that teachers frequently engage in professional dialogue about teaching approaches, curriculum alignment, assessment practices, and classroom strategies. Such conversations are essential for

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strengthening instructional coherence and promoting reflective practice among teachers. The high score suggests that teachers are not isolated practitioners but rather operate within a supportive community where collaborative problem-solving and knowledge sharing are encouraged. This helps create a learning-focused culture where teachers refine their practices, align their instructional strategies, and work together to address learner needs.

Another important indicator, with a weighted mean of 3.65, states that staff planning time is used by teachers as collective units or teams rather than as separate individuals. This strong rating suggests that planning periods are structured to promote collaboration, allowing teachers to design lessons together, analyze learner data, or plan interventions. Team-based planning supports consistent curriculum delivery, reduces instructional disconnects, and fosters a shared understanding of goals and expectations. The results indicate that collaborative planning is a standard practice, reinforcing a unified school direction and enhancing the quality of instructional programs. The "Always" interpretation signifies that collaboration during planning is not optional but an embedded component of school operations.

The lowest-rated indicator, with a weighted mean of 3.59, refers to the student behavior code being a result of collaboration and consensus among staff. While this indicator ranked fifth, the score still falls within the "Always" category, demonstrating that staff involvement in shaping and maintaining the school's behavior code is consistently practiced. The slightly lower score suggests that although collaboration occurs, there may be variations in how deeply different schools involve teachers in discussions about behavioral norms and policies. Nevertheless, the rating remains high, indicating that staff members generally work together to ensure that behavioral expectations are clear, fair, and aligned with the school's values. This collaborative effort helps foster a supportive and disciplined environment conducive to teaching and learning.

Overall, all indicators in Table 7 fall within a narrow range of 3.59 to 3.80, demonstrating a consistently strong culture of professional collaboration across schools. This uniformity suggests that the division has succeeded in cultivating schools where teamwork is

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a norm and collective problem-solving is a shared expectation. The results also reveal that teachers and staff do not work in isolation; instead, they regularly consult, cooperate, and support one another in various aspects of school functioning. This high level of collaboration contributes to a healthy and positive work environment, where members feel empowered, respected, and valued. When collaboration is consistently practiced, it strengthens trust, improves morale, and enhances the overall effectiveness of the school's instructional and organizational systems.

The composite mean of 3.71 reflects a school culture where collaboration is not incidental but intentional. Such a strong collaborative culture supports continuous improvement because it encourages the sharing of best practices, promotes professional dialogue, and ensures that school policies and decisions are well-informed by the collective experiences of staff. Collaboration also strengthens the consistency of instructional delivery across teachers and grade levels, ensuring that learners receive coherent and aligned educational experiences. The results of Table 7 suggest that the division has developed schools where professional collaboration is woven into daily routines and structures, creating an environment that promotes professional growth, unity, and shared accountability.

These findings are strongly supported by numerous studies claiming that collaboration among teachers significantly enhances instructional quality, school climate, and student outcomes. Research consistently shows that when teachers work together to plan lessons, discuss strategies, and reflect on practice, they become more effective practitioners and contribute to more cohesive and high-performing schools (Liu et al., 2020). Previous studies show that collaborative environments foster innovation, reduce teacher isolation, and improve morale, leading to better teaching practices and greater learner achievement. These general research insights align with the results of Table 7, where respondents clearly value and practice collaborative engagement.

Additionally, researchers argue that collaborative school cultures strengthen the school's capacity for shared decision-making, reinforce accountability, and promote collective responsibility for student success (Nabella et al., 2022). Studies claim that when teachers and

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staff actively contribute to school scheduling, policymaking, and resource allocation, they feel a stronger sense of ownership and are more committed to implementing programs effectively. Research further suggests that decision-making based on collaboration is more sustainable and meaningful because it reflects the diverse insights and expertise of the people closest to the learners. The consistent "Always" ratings in Table 7 reflect these findings, demonstrating that the division's schools maintain a strong professional collaboration culture that aligns with widely recognized characteristics of effective schools.

Table 8
School Culture in terms of Affiliative Collegiality

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teachers and staff tell stories of celebrations that support the school's values.	3.59	Always	4
2. Teachers and staff visit/talk/meet outside of the school to enjoy each other's company.	3.42	Often	6
3. Our school reflects a true "sense" of community.	3.75	Always	2
4. Our school schedule reflects frequent communication opportunities for teachers and staff.	3.60	Always	3
5. Our school supports and appreciates the sharing of new ideas by staff members.	3.80	Always	1
6. There is a rich and robust tradition of rituals and celebrations including holidays,	3.47	Often	5

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special events and recognition of goal attainment.

Composite Mean	3.61	Always
<i>Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never</i>		

The results in Table 8 reveal that affiliative collegiality within the schools is perceived positively by respondents, with a composite mean of 3.61, verbally interpreted as Always. This suggests that the schools exhibit a culture strongly characterized by warm relationships, mutual support, and cohesive interpersonal interactions among teachers and staff. Affiliative collegiality refers to the social and emotional bonds that develop within an organization, and the results here indicate that these bonds are consistently present. Respondents' ratings imply that an atmosphere of friendliness, approachability, and shared enjoyment defines the professional interactions within the school community. The "Always" interpretation signifies that collegial relationships are not occasional or circumstantial but form a stable and defining aspect of school culture.

The highest-ranked indicator, with a weighted mean of 3.80, is the statement that teachers and staff support and appreciate the sharing of new ideas by staff members. This result indicates that the school environment is conducive to creative exchange, collaborative innovation, and intellectual openness. Respondents perceive their colleagues as receptive to new concepts and willing to entertain diverse perspectives. Such openness fosters a culture of continuous learning and improvement, reinforcing teachers' confidence to contribute insights and adopt fresh strategies. This high rating shows that professional conversations are not restricted by hierarchy or resistance to change; instead, staff members feel valued and respected when they share their ideas, which strengthens motivation and fosters growth-mindedness.

Another highly rated indicator is the statement that the school reflects a true "sense of community," with a weighted mean of 3.75, ranking second. This rating suggests that

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respondents experience strong feelings of belongingness and unified identity within their schools. A sense of community implies that staff members perceive themselves as part of a cohesive team, bound by shared goals, mutual care, and collective purpose. The high rating suggests that the school's social environment promotes camaraderie, trust, and relational harmony. This sense of community contributes to emotional well-being, reduces feelings of isolation, and helps maintain a positive school climate where staff feel supported both professionally and personally.

Frequent communication opportunities for teachers and staff also scored very highly, with a weighted mean of 3.73 and ranked third. This score indicates that communication within the school is regular, open, and accessible. Respondents believe that their schedules create frequent opportunities for interaction, collaboration, and information exchange. Effective communication is essential for maintaining unity, addressing concerns, and coordinating instructional or administrative tasks. The high rating suggests that communication channels are functioning effectively and that teachers feel informed, heard, and able to engage with colleagues. This contributes to smooth school operations and strengthens interpersonal relationships, reinforcing the collaborative nature of the school environment.

The indicator describing teachers and staff telling stories of celebrations that support the school's values received a weighted mean of 3.59, ranking fourth. This score indicates that respondents frequently engage in recounting events, achievements, and meaningful experiences that reinforce shared values and strengthen cultural identity. These storytelling practices play a significant role in preserving the school's traditions, communicating expectations, and highlighting exemplary behavior. The relatively high rating suggests that celebrations, achievements, and rituals are actively discussed and used as tools for moral reinforcement. Even though this score is slightly lower than the highest indicators, it still falls under "Always," signaling that the practice is widely observed and contributes to shared meaning-making within the school.

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The indicator reflecting a rich tradition of rituals and celebrations, including holidays, special events, and recognition of accomplishments, obtained a weighted mean of 3.47, interpreted as "Always," but ranked fifth. This score, while still high, suggests some variation in how rituals and celebratory traditions are implemented across schools. Nonetheless, the rating indicates that schools consistently hold events that reinforce unity and cultural continuity. These traditions provide opportunities for staff to come together, celebrate milestones, and build interpersonal connections. They foster positive emotions and help sustain morale, especially during challenging periods. Although the indicator ranks lower, its "Always" interpretation demonstrates that rituals and celebrations remain integral components of the school culture.

The lowest-rated indicator, with a weighted mean of 3.42, concerns teachers and staff visiting or talking with one another outside of school to enjoy each other's company. While this is the only indicator falling under "Often," it still reflects a strong level of collegial bonding beyond the professional setting. This moderately lower score suggests that personal interactions outside school are frequent but may not be as consistent as professional forms of collaboration and communication. Despite this, the value remains high enough to show that many teachers engage in relationships that extend beyond formal school duties, which helps strengthen trust, familiarity, and mutual support. Even though it ranks last, the score still highlights an environment where interpersonal warmth is valued.

Overall, the ratings in Table 8 indicate a robust and positive culture of affiliative collegiality across the schools. Respondents perceive their colleagues as friendly, supportive, and appreciative, demonstrating that relationships are not merely professional but also based on genuine care and social cohesion. The consistent "Always" ratings across most indicators reflect a culture where interpersonal relationships are strong, communication is open, and celebrations serve as opportunities for strengthening connections. This cohesiveness contributes significantly to overall school effectiveness because positive relational environments reduce conflict, lessen work-related stress, and promote teacher retention. The

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results portray a division where staff members enjoy being part of a team and thrive in an emotionally supportive organizational climate.

These findings align closely with numerous studies claiming that strong affiliative collegiality enhances teacher motivation, morale, and job satisfaction. Researchers from previous studies argue that when teachers experience high levels of interpersonal support and collegial warmth, they feel more connected, valued, and professionally fulfilled (Riowati et al., 2022). Studies consistently show that schools with warm interpersonal climates tend to have more collaborative cultures, lower turnover rates, and better instructional outcomes. The results from Table 8 reflect these research claims, demonstrating that affiliative collegiality contributes to a harmonious and productive school environment.

Furthermore, many studies assert that a strong sense of community, open communication, and supportive relationships help sustain school improvement initiatives. When colleagues share ideas freely, celebrate achievements, and maintain respectful interactions, school reforms are more likely to be implemented effectively (Wibowo et al., 2023). Research highlights that trust and emotional safety are foundational to professional collaboration and innovation. The high ratings in Table 8 echo these findings, confirming that affiliative collegiality is an integral component of a healthy school culture and a key driver of school success.

Table 9
School Culture in terms of Self-Efficacy

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.	3.46	Often	6
2. School members are interdependent and value each other.	3.62	Always	2

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3. Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.	3.56	Always	4
4. Members of our school community seek to define the problem/issue rather than blame others.	3.59	Always	3
5. The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do.	3.55	Always	5
6. People work here because they enjoy and choose to be here.	3.65	Always	1
Composite Mean	3.57	Always	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

The results of Table 9 reveal that respondents perceive the school culture in terms of self-efficacy as consistently strong, with a composite mean of 3.57, verbally interpreted as Always. This reflects a school environment where collective confidence, professional autonomy, and problem-solving capacity are deeply embedded in everyday practices. Self-efficacy, as indicated in this table, represents the extent to which teachers and staff believe in their ability to perform tasks, address challenges, and influence outcomes within the school. The overwhelmingly high ratings across all indicators suggest that respondents consistently feel capable, empowered, and motivated to take action without relying solely on external direction. The scores indicate that the division's schools exude a positive, proactive culture where individuals feel responsible for addressing issues, improving performance, and contributing to the overall effectiveness of the school.

The highest-rated indicator, with a weighted mean of 3.66, states that "People work here because they enjoy and choose to be here." This very high rating reflects a strong sense

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of intrinsic motivation and satisfaction among staff. Such a perception implies that teachers and staff members feel genuinely connected to their school, driven not only by duty but by personal choice and enjoyment in their work. This is significant, as enjoyment and voluntary commitment often lead to higher levels of engagement, reduced turnover, and stronger collaboration among school personnel. The ranking of this indicator suggests that personal fulfillment and positive workplace experiences are defining features of the school culture, contributing to a stable and emotionally supportive environment.

Following closely is the indicator stating "School members are interdependent and value each other," with a weighted mean of 3.62 and ranked second. This rating indicates that respondents feel a strong sense of mutual reliance, trust, and appreciation within the school community. Interdependence reflects a recognition that success is a shared endeavor and that each member contributes meaningfully to the school's goals. The high score suggests that teachers and staff perceive themselves as part of a cooperative unit where relationships are based on respect and genuine acknowledgment of others' contributions. This strengthens group cohesion, enhances teamwork, and fosters a culture where individuals feel valued and respected.

The statement that "Members of our school community seek alternatives to problems/issues rather than repeating what we have always done" received a weighted mean of 3.56, placing it third. This high rating indicates that the school culture encourages innovation, creativity, and adaptive thinking. Rather than relying on traditional or repetitive solutions, respondents perceive that their colleagues actively explore new approaches to address challenges. This reflects a forward-thinking culture where change is embraced, and reflective practice is encouraged. The result demonstrates that problem-solving is not rigid but dynamic, promoting continuous improvement and responsiveness to emerging needs.

Next, the assertion that "Members of our school community seek to define the problem/issue rather than blame others" earned a weighted mean of 3.59, also interpreted as Always. This high rating reflects a mature and solution-focused culture where accountability is emphasized. Respondents perceive their colleagues as individuals who approach problems

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with objectivity and clarity, choosing to understand and address root causes rather than engaging in blame. Such a culture minimizes conflict, strengthens professional relationships, and promotes a climate of trust. By focusing on understanding issues rather than assigning fault, the school fosters an environment conducive to collaboration, learning, and improvement.

The indicator stating that "The school staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do" obtained a weighted mean of 3.55, showing that respondents feel empowered to make professional decisions independently. This rating highlights that teachers perceive themselves as capable decision-makers trusted to exercise judgment in instructional matters. Empowerment in instructional decision-making fosters teacher agency, strengthens classroom innovation, and enhances professional confidence. The high rating suggests that supervisors and school leaders do not micromanage but instead encourage initiative, creativity, and autonomy among teachers. This sense of empowerment is crucial for building a resilient school culture capable of adapting to diverse and evolving learner needs.

The lowest-rated indicator, although still high, is the statement "When something is not working in our school, the faculty and staff predict and prevent rather than react and repair," with a weighted mean of 3.48, interpreted as Often. While this is the lowest score, it still indicates a generally proactive culture, albeit with room for improvement. Respondents appear to believe that preventive practices are present but may not be as consistently implemented as other aspects of self-efficacy. This suggests that while the school community tends to anticipate issues, there may still be instances where reactive responses occur. Nevertheless, the rating remains strong, demonstrating that overall, the school culture encourages proactive thinking and preparation.

Overall, the consistently high ratings across all indicators—with weighted means ranging between 3.48 and 3.66—reveal a robust culture of self-efficacy within the schools. Respondents perceive themselves and their colleagues as motivated, capable, and adaptive professionals capable of addressing challenges effectively and independently. This implies that

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teachers feel confident in their abilities, trust one another, value teamwork, and engage willingly in improvement efforts. Such a culture enhances collaborative problem-solving, fosters a supportive work environment, and contributes to the stability and resilience of the school system. The high composite mean of 3.57 reinforces that self-efficacy is not an isolated or unevenly practiced element but a consistently strong feature across schools.

These findings are strongly supported by various studies claiming that schools with high collective self-efficacy demonstrate stronger organizational performance, improved collaboration, and more effective instructional practices (Rakes et al., 2022). Research consistently states that when teachers believe in their capacity to influence learning and solve problems, they are more proactive, resilient, and motivated. Studies also highlight that high self-efficacy contributes to greater willingness to innovate, take risks, and engage in reflective practice. These general research trends align with the results in Table 9, which depict a school system where teachers and staff exhibit strong confidence in their professional abilities.

Additionally, previous studies show that positive school cultures characterized by interdependence, trust, and intrinsic motivation lead to higher levels of job satisfaction, teacher retention, and collective commitment. Researchers argue that when staff members enjoy their work, support one another, and operate in environments where blame is minimized, schools become more effective and more capable of sustained improvement (Thomaidou Pavlidou & Efstathiades, 2021). Studies claim that empowerment in decision-making and proactive problem-solving are hallmarks of high-performing schools. The consistently high ratings in Table 9 echo these conclusions, confirming that the division's schools exhibit a strong culture of self-efficacy that supports both individual and organizational growth.

Table 10
School Culture in terms of Management of Employees

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	

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1. The management style in the organization is characterized by teamwork, consensus, and participation.	3.76	Always	1
2. The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	3.64	Always	2
3. The management style in the organization is characterized by hard- driving competitiveness, high demands, and achievement.	3.65	Always	3
4. The management style in the organization is characterized by security ofemployment, conformity, predictability, and stability in relationships.	3.62	Always	4
Composite Mean		3.66	Always

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

The results in Table 10 show that respondents perceive the school culture in terms of management of employees as consistently positive, with a composite mean of 3.66, verbally interpreted as Always. This indicates that the management styles practiced within the school environment are consistently present and highly observable. The high composite mean suggests that the schools cultivate a supportive, inclusive, and well-regulated workplace environment characterized by teamwork, innovation, competitiveness, and stability. Such a finding demonstrates that employee management practices are deeply embedded in the school culture, shaping the way teachers interact with leadership, with each other, and with the broader school community. The uniform "Always" interpretations imply that the

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management styles described are not occasional behaviors but persistent practices across schools in the division.

The highest-rated indicator, with a weighted mean of 3.76, states that "The management style in the organization is characterized by teamwork, consensus, and participation." This very high score indicates that respondents strongly perceive their school management as participatory and collaborative. It reflects a workplace where decision-making processes involve input from employees, and where teamwork is consistently encouraged to achieve school goals. The high rating demonstrates that administrators value collective insights and foster a culture of shared responsibility. This participatory management style strengthens professional relationships, builds trust between school leaders and teachers, and reinforces the belief that everyone's voice is important in guiding school direction. It shows that collaboration is a defining feature of how work is managed and how decisions are made.

The indicator describing a management style characterized by individual risk-taking, innovation, freedom, and uniqueness received a weighted mean of 3.64, ranked second. This is another very strong rating, suggesting that respondents perceive their schools as environments where creativity and professional autonomy are supported. Such a management style implies that teachers feel encouraged to explore new instructional strategies, experiment with different approaches, and express their individuality in their professional practice. The high rating indicates a school climate that avoids rigid conformity and instead promotes innovation and continuous improvement. Teachers likely feel trusted to take instructional risks and to exercise their professional judgment, which contributes to instructional diversity and creativity.

The third-ranked indicator, with a weighted mean of 3.65, describes a management style characterized by competition, high demands, and achievement. This score, also interpreted as Always, reveals that respondents perceive their schools to uphold standards of excellence and productivity. A competitive management style does not necessarily imply rivalry; instead, it reflects high expectations, the pursuit of quality, and a focus on performance. The rating suggests that school leaders encourage teachers to strive for

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excellence, meet professional standards, and maintain a high level of commitment to school goals. This competitiveness likely motivates teachers to continue improving their practice and contributes to a culture where performance and results matter.

The lowest-rated indicator, with a weighted mean of 3.62, pertains to a management style characterized by employment security, conformity, predictability, and stability in relationships. While this is the lowest score, it is still rated as Always, indicating that respondents perceive stability and reliability as consistent features of their school environment. This score suggests that schools maintain predictable working conditions, provide security in employment, and foster stable interpersonal relationships among staff. The slightly lower rating compared to other indicators may reflect that some teachers value innovation and competitiveness more than predictability, or it may indicate that while stability is present, it is not the most prominent feature of management practices. Nevertheless, the rating remains very high, signaling that respondents feel secure and supported in their work environment.

The closeness of the weighted means—ranging from 3.62 to 3.76—demonstrates that respondents view the four management styles as consistently practiced within their schools. This narrow range suggests a well-balanced approach to employee management, blending collaboration, innovation, competitiveness, and stability. Such balance is crucial because effective employee management requires multiple strategies that cater to different needs. For example, teamwork strengthens unity, innovation enhances instructional quality, competitiveness drives improvement, and stability ensures retention and organizational coherence. The uniform high ratings reflect that respondents feel their workplace embodies these varied yet complementary management practices.

Overall, the results depict a school environment where employee management practices are not only present but deeply rooted in the organizational culture. Teachers perceive their workplace as supportive, empowering, and motivating. This has significant implications for teacher performance, morale, and commitment to organizational goals. When management styles promote participation, freedom, achievement, and consistency, teachers

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are more likely to feel valued, confident, and professionally fulfilled. The results show that employee management practices are strong contributors to the broader school culture, influencing how teachers perceive their roles and how they engage with colleagues and leadership.

The consistently high “Always” interpretation across indicators suggests that school leaders play a crucial role in shaping a positive work environment. Their approaches to decision-making, support, expectations, and regulation shape the day-to-day experiences of teachers and influence the overall school climate. These results indicate that school administrators are successful in fostering an environment where teachers feel empowered to collaborate, innovate, perform, and grow. The culture of shared leadership and mutual respect reflected in the results enhances not only teacher morale but also student outcomes, since effective employee management directly influences the quality of teaching and learning.

These findings align with studies claiming that strong management practices that balance autonomy, collaboration, competitiveness, and stability contribute significantly to teacher satisfaction and performance (Tohri et al., 2022). Research consistently states that when teachers feel supported, trusted, and valued, they are more motivated, more engaged, and more committed to delivering high-quality instruction. Studies also highlight that participatory leadership, high expectations, and organizational stability lead to improved teacher morale and better school outcomes. The high values in Table 10 reflect these general research observations, showing that teachers perceive a management culture that strengthens their professional capacity.

Furthermore, researchers argue that innovative management styles that encourage creativity, risk-taking, and shared decision-making contribute to more dynamic and resilient school environments. Studies claim that when teachers operate in climates that support experimentation and recognize achievement, schools become more adaptable, forward-thinking, and effective in addressing educational challenges (Maros et al., 2021). The high ratings in Table 10 mirror these research insights, confirming that the division’s schools

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demonstrate strong management practices that align with recognized characteristics of effective school organizations.

Table 11
Summary Table on School Culture

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. Professional Collaboration	3.71	Always	1
2. Affiliative Collegiality	3.61	Always	3
3. Self-Efficacy	3.57	Always	4
4. Management of Employees	3.66	Always	2
Composite Mean	3.64	Always	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

The results presented in Table 11 provide a consolidated picture of school culture across four dimensions: professional collaboration, affiliative collegiality, self-efficacy, and management of employees. The composite mean of 3.64, verbally interpreted as Always, indicates that respondents perceive the overall school culture as consistently strong, positive, and deeply embedded in the everyday functioning of their schools. This high composite rating signifies that the environment in which teachers and staff operate is characterized by cooperation, mutual support, empowerment, and stable organizational relationships. The results show that these cultural components are not merely present but frequently practiced, demonstrating that the school culture in the division is mature, well-established, and conducive to effective teaching and learning.

The highest mean score, 3.71, belongs to *Professional Collaboration*, which ranked first among the four dimensions. This finding indicates that respondents view collaborative work as the most prominent and consistently practiced element of school culture. Teachers

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appear to value working together, sharing strategies, discussing instructional issues, and planning as a unified team. The high score suggests that opportunities for collaboration are abundant and that these opportunities are utilized meaningfully by staff. Such frequent collaboration implies strong professional relationships and a shared commitment to achieving collective goals. This finding highlights that the division fosters an environment where teamwork is a fundamental aspect of school operations, reinforcing the importance of cooperation in improving instructional quality.

The second highest rating, 3.66, was assigned to *Management of Employees*, which ranked second. This score reveals that respondents perceive management styles in their schools as supportive, encouraging, and conducive to teacher growth. The high mean suggests that teachers feel valued, trusted, and motivated by their school leaders. It implies that leadership practices support participatory decision-making, autonomy, and stability in relationships among stakeholders. This dimension's strong performance indicates that employee management is handled in a way that promotes both professional competence and workplace satisfaction, contributing greatly to overall school culture.

The dimension of *Self-Efficacy* obtained a weighted mean of 3.57, which also falls under the "Always" interpretation. This value indicates that staff members feel capable, empowered, and confident in their ability to address challenges and make instructional decisions. Teachers perceive themselves as agents of change who can positively influence student outcomes and contribute to school improvement. The high rating on self-efficacy reflects a culture where initiative, reflective practice, and problem-solving are deeply integrated into staff behaviors. This sense of competence strengthens the school's ability to adapt to new demands and successfully implement innovations.

The lowest dimension, *Affiliative Collegiality*, with a weighted mean of 3.61, still falls comfortably within the "Always" category. This score indicates that respondents consistently experience positive interpersonal relationships, emotional support, and a sense of belonging within their schools. Although it ranked third, the score reflects a strong culture of warmth, friendliness, and interpersonal harmony. Teachers and staff appear to maintain supportive

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relationships, engage in shared celebrations, and appreciate each other's contributions. The slight dip in ranking does not diminish its perceived strength; rather, it highlights that other cultural components are exceptionally strong, making the competition between dimensions very close.

The narrow range of weighted means—3.57 to 3.71—demonstrates a school culture that is uniformly strong across all dimensions. Respondents clearly do not view any of the four cultural elements as weak or underdeveloped. Instead, the results suggest that the division has cultivated a well-rounded and cohesive cultural environment in which both professional and interpersonal aspects are mutually reinforcing. This uniformity indicates that the various dimensions of school culture are interconnected and collectively contribute to a stable and productive school environment. Such a balanced culture enhances staff morale, improves communication, and supports effective teaching.

The consistently high ratings across all dimensions imply that school culture in the division is grounded in shared values, supportive relationships, and consistent collaborative practices. Respondents' perceptions reflect that cultural norms guiding the organization are clear, positive, and actively practiced. In such environments, teachers are more likely to feel supported, respected, and included in decision-making processes. This fosters higher levels of job satisfaction, stronger professional engagement, and greater commitment to the school's mission. The data indicate that cultural practices are deeply internalized and contribute to a harmonious workplace that supports both instructional effectiveness and organizational stability.

The overall strength of school culture, as reflected in the composite mean, suggests that schools in the division are well-positioned to implement school improvement strategies and educational reforms. A strong culture creates a solid foundation upon which programs and initiatives can be built. When teachers trust one another, feel empowered, and work together consistently, they are more prepared to respond to challenges, sustain innovations, and engage meaningfully in school governance. The results point toward a division where

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cultural cohesion supports academic and operational effectiveness, providing a stable backbone for school leadership and organizational development.

These findings align with numerous studies claiming that strong school cultures lead to more effective schools. Researchers emphasize that cultures characterized by collaboration, trust, empowerment, and shared purpose contribute to improved teacher performance, enhanced student outcomes, and more resilient organizations (Barrias et al., 2024). Studies consistently show that when teachers collaborate regularly, feel valued by their leaders, and experience a sense of belonging, they are more engaged, motivated, and persistent in their efforts to improve instruction. The results from Table 11 reflect these insights and affirm the connection between positive culture and school success.

Moreover, research supports the idea that self-efficacy, collegiality, and effective employee management significantly contribute to organizational stability and continuous improvement. Studies claim that when schools maintain cultures that promote initiative, encourage innovation, and ensure supportive relationships, they are better equipped to adapt to emerging challenges and implement improvement efforts (Francisco & Caingcoy, 2022). The high ratings across all four dimensions mirror these claims, indicating that the division's schools exhibit the qualities typically associated with high-performing educational institutions. The consistency of results underscores that cultural strength is one of the division's greatest assets.

Table 12
School Effectiveness in terms of Communication

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. Free and open communication occurs between parents and teachers.	3.85	Strongly Agree	1

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2. Free and open communication occurs frequently and effectively between parents and administration	3.80	Strongly Agree	3
3. Parents are kept informed on how their children are doing in school.	3.82	Strongly Agree	2
4. Students and parents know what teachers and administrator expect of them.	3.74	Strongly Agree	4
Composite Mean		3.80	Strongly Agree

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The results in Table 12 show that respondents perceive communication practices within their schools as highly effective, with a composite mean of 3.80, verbally interpreted as Strongly Agree. This rating indicates that communication—particularly between the school and parents—is consistently strong, open, and well-maintained. Communication is fundamental to school effectiveness because it influences trust, transparency, coordination, and the overall relationship between families and the school. The high composite mean reflects that respondents believe their schools have established communication mechanisms that reliably keep parents informed and engaged. Such communication practices reflect a school environment that prioritizes responsiveness and the timely flow of information needed to support student development and school improvement.

The highest-rated indicator, with a weighted mean of 3.85, is the statement: *"Free and open communication occurs between parents and teachers."* This extremely high score underscores that parents and teachers maintain strong lines of communication, enabling them to share information, express concerns, and work collaboratively in addressing the needs of students. The rating suggests that teachers are approachable, parents feel welcome and included in communication exchanges, and the school fosters a climate where mutual understanding is valued. Open communication between parents and teachers is crucial in

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monitoring student progress, addressing academic or behavioral concerns promptly, and strengthening home-school partnerships. This result demonstrates that respondents strongly believe communication channels between parents and teachers are accessible, active, and effective.

The indicator stating that "*Free and open communication occurs frequently and effectively between parents and administration*" has a weighted mean of 3.80, ranking third but still falling under the Highest category. This rating indicates that communication is not limited to teacher-parent interactions but extends consistently to school heads and administrators. This implies that parents do not only communicate with teachers but also with principals and other leaders, reflecting an inclusive and transparent governance culture. Effective communication with administration ensures that parents can voice concerns, seek clarification on policies, participate in school planning, and understand decision-making processes. The strong rating suggests that school leadership prioritizes open dialogue and values parental involvement.

The statement "*Parents are kept informed on how their children are doing in school*" received a weighted mean of 3.82, ranking second. This result highlights that respondents strongly agree that schools actively update parents on their children's academic progress, behavior, and school involvement. Effective communication in this regard may occur through report cards, parent-teacher conferences, meetings, online platforms, or informal updates. This high score indicates that the schools in the division ensure parents remain well-informed stakeholders, which enhances parental support, engagement, and trust in the school system. The consistency of communication allows parents to monitor their child's development, provide necessary support at home, and partner with teachers in promoting academic success.

The indicator with the lowest weighted mean, 3.74, states that "*Students and parents know what teachers and administrators expect of them*." Although this is the lowest among the four indicators, it is still interpreted as Strongly Agree, demonstrating that clarity of expectations remains a strong area within school communication. This score suggests that schools effectively inform both parents and students about academic standards, behavioral

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expectations, school policies, and performance requirements. The slightly lower score may reflect potential areas for improvement in ensuring even greater consistency or clarity across different schools or grade levels. Nonetheless, the high rating indicates that expectations are communicated clearly enough to guide student behavior and parental involvement effectively.

The narrow range of weighted means—3.74 to 3.85—demonstrates that communication practices are uniformly strong across all indicators. Respondents do not perceive any major weaknesses in communication processes. Instead, they view communication as a consistently practiced, well-organized, and highly functional aspect of school operations. The uniformly strong scores indicate that communication systems are systematic, sustained, and deeply embedded in the culture of the school. This consistency suggests that communication is treated as a priority area across the division, contributing significantly to overall school effectiveness.

The Strongly Agree verbal interpretations across all indicators further imply that respondents recognize communication as one of the strongest aspects of school functioning. Effective communication fosters transparency, strengthens relationships, and facilitates collaboration among teachers, administrators, parents, and students. This finding indicates that communication is not sporadic or reactive; instead, it is proactive, intentional, and supportive of student learning. Schools appear to have cultivated practices that encourage openness, responsiveness, and support, enabling all stakeholders to feel informed and valued.

The high composite mean reflects a communication culture where information flows freely, expectations are clearly expressed, and feedback loops are functioning effectively. In such environments, misunderstandings are reduced, trust is strengthened, and collaborative efforts become more meaningful. Respondents believe that communication practices contribute to a healthy and productive school environment, enhancing parental engagement and ensuring that school processes remain inclusive and transparent. The results also suggest that communication mechanisms are crucial components in supporting broader school operations, contributing to effective leadership, policy implementation, and community involvement.

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These findings are supported by various studies claiming that effective communication is one of the strongest predictors of school success. Research consistently shows that open communication between parents, teachers, and administrators leads to improved student outcomes, stronger relationships, and a more supportive school climate (Bozkurt et al., 2021). Studies note that when parents are kept informed and are able to communicate freely with school personnel, they become more involved in their children's education, and student engagement increases. These general research insights parallel the findings in Table 12, showing that the division's communication systems align with proven practices found in successful schools.

Moreover, numerous studies argue that communication clarity, frequency, and openness help strengthen governance and instructional coherence within schools. Researchers highlight that when expectations are clearly communicated and when administrators maintain transparent dialogue with parents and teachers, school operations become smoother and more efficient (Del Toro & Wang, 2022). Studies claim that well-established communication practices enhance accountability, support decision-making, and foster strong home-school partnerships. The consistently high ratings in Table 12 echo these observations, demonstrating that effective communication is an integral component of school effectiveness within the division.

Table 13
School Effectiveness in terms of Instruction

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. The principal makes good instruction the most important school priority.	3.79	Strongly Agree	2
2. My child's teachers make good instruction the most important school priority.	3.73	Strongly Agree	5

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3. Teachers set high, but appropriate and achievable goals for students.	3.72	Strongly Agree	6
4. The teachers are meeting the educational needs of my child in reading, writing, mathematics, science and social studies.	3.73	Strongly Agree	4
5. Curriculum is varied to meet the different needs, interest and abilities of students.	3.74	Strongly Agree	3
6. Parents are encouraged to support the instructional activities of the teachers.	3.86	Strongly Agree	1

Composite Mean **3.76** **Strongly Agree**

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The results presented in Table 13 reveal that respondents perceive their schools' instructional practices as highly effective, as shown by the composite mean of 3.76, verbally interpreted as Strongly Agree. This high rating indicates that instruction is a strong component of school effectiveness within the division. Respondents believe that teaching is consistently aligned with school priorities, that instructional strategies are meaningful, and that learning experiences are well-supported by both school leaders and parents. The uniformly positive ratings across the indicators suggest a school environment where instruction is prioritized, valued, and systematically addressed through strong leadership and active parental involvement. Such a high composite rating implies that the instructional core of the school—comprising leadership direction, teacher practices, curriculum, and family engagement—is functioning effectively and contributes significantly to student learning outcomes.

The highest-rated indicator, with a weighted mean of 3.86, states that "*Parents are encouraged to support the instructional activities of the teachers.*" This extremely high value demonstrates the strong influence of parent-school partnerships in enhancing instruction. According to respondents, parents are actively engaged in supporting instruction through

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involvement in school activities, monitoring their children's work, providing learning resources, or reinforcing lessons at home. This finding shows that schools intentionally include parents in the instructional process, recognizing their crucial role in sustaining student motivation and achievement. The top ranking of this indicator suggests that respondents greatly value the school's efforts to strengthen the home-school connection, which is essential for reinforcing academic expectations beyond the classroom.

The second highest rating, 3.79, highlights the statement "*The principal makes good instruction the most important school priority.*" This score indicates that respondents strongly believe that school leaders emphasize high-quality instruction above all other school responsibilities. The high rating suggests that principals consistently demonstrate instructional leadership by providing guidance, monitoring teaching practices, supporting professional development, and promoting a learning-focused culture. When the principal prioritizes instruction, teachers are more accountable, motivated, and supported in improving their practice. This result also indicates that leadership practices align with the school's mission to enhance teaching and learning, contributing to overall effectiveness.

The indicator describing efforts to meet the educational needs of students across major subjects—reading, writing, mathematics, science, and social studies—received a weighted mean of 3.73, ranking fourth. This score reflects the belief among respondents that teachers provide comprehensive instruction across key learning areas. It suggests that instructional delivery is aligned with curriculum standards and that teachers make deliberate efforts to ensure students achieve proficiency across subjects. The high rating demonstrates confidence in teachers' ability to address diverse academic needs and maintain consistent instructional quality. It also signifies that the instructional program is broad, balanced, and attentive to essential learning domains required by national standards.

The statement that "*Curriculum is varied to meet the different needs, interests, and abilities of students*" obtained a weighted mean of 3.74, ranking third. This high rating indicates that respondents perceive curriculum differentiation as consistently practiced within the schools. Teachers appear to adapt content, strategies, and learning activities to match

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student interests, learning styles, and capability levels. This result reflects a strong learner-centered approach and suggests that teachers are sensitive to the diversity of learners in their classrooms. The high value implies that schools recognize the importance of differentiated instruction in enhancing engagement and improving learner outcomes.

The indicator stating "*Teachers set high, but appropriate and achievable goals for students*" received a weighted mean of 3.72, placing it sixth but still falling under *Strongly Agree*. This result suggests that respondents believe teachers maintain high expectations for student performance while ensuring that learning goals remain realistic and achievable. The score indicates that the school environment supports goal-setting practices that challenge students while accommodating their current learning needs. Even though this indicator ranked lowest, the rating reflects a strong belief in teachers' ability to promote high achievement within reasonable parameters, demonstrating a balanced instructional approach.

Meanwhile, the indicator "*My child's teachers make good instruction the most important school priority*" has a weighted mean of 3.73, ranking fifth. This score indicates that respondents perceive teachers as committed to delivering high-quality instruction. It reinforces the earlier indicator concerning principals' prioritization of instruction, suggesting that both leadership and teaching staff share a consistent focus on instructional excellence. The high rating suggests that parents feel confident in the commitment of teachers to maintain rigorous teaching standards and prioritize student learning above other competing demands.

Overall, the results in Table 13 show that all indicators are tightly grouped within a narrow range of 3.72 to 3.86, which reflects consistent strength across all aspects of instruction. This uniformity indicates that respondents perceive instructional practices as not only effective but consistently practiced throughout the school system. The *Strongly Agree* interpretations across all items demonstrate that instructional leadership, curriculum adaptation, teacher expectations, and parental involvement are all functioning at high levels. The overall pattern suggests that instruction is a key strength of the division and a major contributor to its effectiveness. The strong performance across these areas implies that

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schools are implementing sound instructional strategies that align with educational goals and learner needs.

These findings resonate with studies claiming that strong instructional leadership and active parent involvement are among the most significant predictors of student success. Research consistently states that when principals prioritize instruction and when teachers collaborate with parents, instructional quality improves and students engage more meaningfully in learning (Armodi et al., 2022). Studies highlight that differentiated curriculum, high expectations, and collaborative partnerships contribute to sustained academic performance. These general research trends reflect the results in Table 13, where instruction is perceived as a strong component of school effectiveness across the division.

Additionally, researchers argue that effective instruction relies on aligned systems—leadership, curriculum, expectations, and parent partnership—that collectively support the learning process. Studies claim that schools with strong instructional ecosystems are better able to meet academic standards, support diverse learners, and adapt to emerging educational challenges (Barrias et al., 2024). The consistently high ratings in Table 13 mirror these claims, demonstrating that the division's schools maintain instructional environments that support student success, teacher effectiveness, and school improvement. The data reveal that instruction serves as a central pillar of school effectiveness, reinforcing the division's commitment to high-quality educational delivery.

Table 14
School Effectiveness in terms of Behavior

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. Students are informed of how they are expected to behave in school and at school activities.	3.79	Strongly Agree	2

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2. Students are disciplined in a fair and constant manner.	3.81	Strongly Agree	1
3. Teachers are observant of student behavior in all areas of the school and offer students the opportunity to correct behavior before it becomes problematic.	3.78	Strongly Agree	3
4. Staff have conference with students, as needed, to review school-wide expectations and to help students shape their behavior to comply with behavioral expectations.	3.77	Strongly Agree	4
Composite Mean	3.79	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The results in Table 14 indicate that respondents perceive the school's behavioral systems as highly effective, reflected in the composite mean of 3.79, verbally interpreted as Strongly Agree. This high overall score suggests that the behavioral expectations, discipline processes, and staff interventions within the schools are functioning well and are consistently implemented. Behavioral effectiveness in schools is a critical component of overall school success, as it directly affects the learning environment, classroom management, and the social climate in which students interact. The Strongly Agree interpretation across all indicators shows that respondents believe students understand what is expected of them, staff members address issues proactively, and disciplinary actions are implemented with fairness and consistency. These results reveal a school culture that values order, respect, and accountability, creating a structured and supportive environment conducive to meaningful learning.

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The highest-rated indicator, with a weighted mean of 3.81, is the statement: *"Students are disciplined in a fair and constant manner."* This score demonstrates respondents' strong confidence that discipline in their schools is implemented consistently and equitably. A fair and constant approach to discipline means that rules are applied uniformly to all students, consequences are predictable, and discipline is grounded in respect, not punishment. The extremely high rating suggests that schools uphold clear behavioral standards and apply them impartially. This perception is important because fairness in discipline fosters trust among students and parents, reduces conflicts, and contributes to a respectful school climate. It also reinforces the belief that schools promote justice and integrity in their interactions with students.

The next indicator, with a weighted mean of 3.79, states that *"Students are informed of how they are expected to behave in school and at school activities."* This score shows that respondents believe behavioral expectations are clearly communicated to students. Students are more likely to behave appropriately when expectations are explicitly taught, modeled, and reinforced. The high rating indicates that schools use mechanisms such as orientations, classroom discussions, assemblies, and written policies to ensure students understand what behaviors are acceptable and what consequences may follow inappropriate conduct. This clarity helps reduce confusion, minimizes misconduct, and promotes a positive school environment where students know the standards they must meet.

The indicator with a weighted mean of 3.78, ranking third, concerns staff being observant of student behavior in all areas of the school and offering opportunities to correct behavior before it becomes problematic. This high rating suggests that teachers and staff maintain strong supervision practices and intervene early to prevent escalation of issues. Early correction is a hallmark of proactive discipline, which emphasizes guidance rather than punishment. The high score indicates that teachers consistently monitor hallways, classrooms, school grounds, and other common areas, providing students with reminders or support before negative behaviors develop into serious problems. This proactive approach reflects a

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caring and preventive discipline style that strengthens student-teacher relationships and promotes responsible behavior.

The lowest-ranked indicator, although still very high, is the statement: "*Staff have conference with students, as needed, to review school-wide expectations and to help students shape their behavior,*" which earned a weighted mean of 3.77. This rating suggests that staff members regularly meet with students to discuss behavior, expectations, and strategies for improvement. Although it is the lowest score, it still falls under the category of Strongly Agree, indicating that respondents believe these conferences occur frequently and play a meaningful role in shaping student behavior. The slightly lower ranking may indicate that while conferences are held, they may not always be as frequent or formalized across all schools. Nonetheless, the strong rating shows that staff take the time to have reflective conversations with students, which supports behavioral improvement and personal growth.

The closeness of the weighted means—ranging from 3.77 to 3.81—reflects a school system where behavior management practices are uniformly strong and consistently implemented across all schools. This narrow range indicates that all aspects of behavior management are perceived positively and that no major weaknesses exist in how schools address discipline and student conduct. The uniformly high ratings imply that respondents view the schools as structured, supportive, and attentive to behavioral needs. The consistency across indicators demonstrates that behavior management is not handled sporadically but is deeply embedded in the culture and daily operations of the school environment.

These results suggest that the behavioral systems within the schools are grounded in clear expectations, consistent discipline, and proactive supervision. Respondents appear to believe that students are not only told how to behave but are supported in meeting those expectations. The emphasis on fairness and consistency also shows a commitment to equitable treatment, which contributes to a positive school climate. When students perceive discipline as fair and respectful, they are more likely to trust school staff, feel safe, and behave responsibly. This supportive environment contributes to academic engagement, emotional well-being, and a sense of belonging.

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The high composite mean of 3.79 underscores that behavior management is recognized as a major strength of school effectiveness within the division. Respondents perceive their schools as environments where discipline is not punitive but constructive, where students' needs are recognized, and where interventions are anchored in guidance rather than punishment. This approach reflects an understanding that behavior is teachable and that students benefit from consistent modeling, supervision, and corrective feedback. The results indicate that behavior is managed in ways that support learning and promote a harmonious school community, contributing to the overall effectiveness of the educational environment.

These results align with numerous studies claiming that clear expectations, consistent discipline, and strong supervision contribute significantly to positive student behavior and overall school effectiveness. Research consistently shows that students behave better when rules are predictable, consequences are fair, and teachers intervene early to address concerns (Butnaru et al., 2021). Studies highlight that when behavior systems emphasize guidance rather than punishment, students develop stronger self-regulation skills and are more likely to respond positively to correction. These general research findings support the strong ratings observed in Table 14.

Table 15
School Effectiveness in terms of Building and Grounds

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. The school building and grounds are clean and well maintained.	3.80	Strongly Agree	1
2. School staff members and students work together to keep the school clean and attractive.	3.80	Strongly Agree	2

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3. Adequate water, sanitation, and hygiene (WASH) facilities in schools 'improve access to education and learning outcomes, particularly for girls, by providing a safe, inclusive and equitable learning environment for all.	3.72	Strongly Agree	3.5
4. Gain a clear understanding of existent gender-roles, structures, and attitudes related to decision-making at the community level.	3.72	Strongly Agree	3.5
5. Ensure the active participation of local stakeholders —such as children with disabilities and their families, the local community, Disability People's Organizations, teachers, school leaders, local education planners, among others— throughout the design, planning and construction phases.	3.70	Strongly Agree	5

Composite Mean **3.75** **Strongly Agree**

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The results presented in Table 15 show that respondents strongly agree that their schools' physical environments—building conditions, grounds maintenance, sanitation facilities, safety structures, and stakeholder participation in infrastructure decisions—contribute significantly to school effectiveness. The composite mean of 3.75, verbally interpreted as Strongly Agree, indicates that respondents perceive the built environment as a major factor supporting learning, safety, and daily school operations. Such a high rating

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suggests that infrastructure is given consistent attention, with schools ensuring that physical spaces are conducive to teaching and learning. This result highlights the importance respondents place on the school environment as a foundational requirement for delivering quality education, reinforcing that physical conditions shape student well-being, teacher productivity, and overall school performance.

The highest-rated indicator, with a weighted mean of 3.81, is the statement: "*The school building and grounds are clean and well maintained.*" This extremely high score demonstrates respondents' strong confidence that cleanliness and maintenance are consistently upheld in their schools. A clean and well-maintained environment signals safety, respect, and order. It minimizes distractions and health risks, reduces absenteeism, and fosters pride among students and staff. The top ranking of this indicator suggests that schools prioritize regular cleaning schedules, repairs, landscaping, and general upkeep. The consistency implied by this rating reflects a school culture where cleanliness is taken seriously and maintenance is part of the routine management process.

Closely following is the indicator with a weighted mean of 3.80, which states: "*School staff members and students work together to keep the school clean and attractive.*" This is a strong reflection of shared ownership and collective responsibility for maintaining the physical environment. The high rating shows that respondents believe cleanliness is not the sole responsibility of janitorial or maintenance staff; rather, teachers, students, and other personnel actively participate. This participation fosters discipline, unity, and respect for school property. It indicates that schools have cultivated habits and practices that encourage everyone to contribute, demonstrating that the school environment is valued by all stakeholders, not just administrators.

Two indicators received identical weighted means of 3.72, both interpreted as *Strongly Agree*. The first states that "*Adequate water, sanitation, and hygiene (WASH) facilities improve access to education and learning outcomes.*" This suggests that respondents strongly believe WASH facilities are sufficiently provided and consistently contribute to creating safe, inclusive learning environments. Adequate WASH facilities are essential for student health, especially

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for girls and learners with special needs. The high score indicates that schools recognize their impact on comfort, safety, and attendance. The second indicator describes "A clear understanding of existing gender roles, structures, and attitudes related to decision-making at the community level." Although it shares the same score, this reflects a different dimension of school effectiveness—addressing gender-responsive infrastructure and social structures. The high rating suggests that respondents perceive the school environment as sensitive to gender inclusiveness and decision-making fairness.

The indicator with the lowest weighted mean, 3.70, still interpreted as *Strongly Agree*, involves the statement: "Ensure the active participation of local stakeholders in decision-making related to the design, planning, and construction phases." Although it is the lowest score, the high value suggests that respondents believe stakeholders—including parents, teachers, local officials, disability groups, and community organizations—are regularly consulted during school infrastructure planning. The slightly lower rank may indicate varying levels of community participation in some schools or differences in how systematic these consultations are conducted. Nonetheless, the rating confirms strong stakeholder engagement overall, demonstrating that decision-making processes are participatory and inclusive, particularly when addressing physical learning spaces.

The range of weighted means—from 3.70 to 3.81—is very narrow, indicating remarkable consistency across all indicators. Respondents clearly view all areas of building and grounds management as well-implemented and supportive of school effectiveness. This consistency reflects a comprehensive approach to physical environment management in the division, where cleanliness, maintenance, WASH facilities, gender sensitivity, and stakeholder participation are all treated as essential components of a functioning school system. The *Strongly Agree* interpretation across all indicators also implies that respondents see no major weaknesses in this area, signaling a high level of satisfaction with the condition and management of school infrastructure.

The high composite mean demonstrates that respondents believe the physical school environment directly supports teaching, learning, and student well-being. The data suggest

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that schools do not view buildings and grounds as passive structures; rather, they actively manage these spaces to enhance educational experiences. Facilities are maintained, community members are engaged, and policies or practices supporting safe, attractive, and inclusive environments appear to be consistently implemented. A well-managed school environment contributes to better discipline, improved attendance, enhanced concentration, and a stronger sense of community pride.

Overall, the results indicate a strong alignment between infrastructure management and school effectiveness. Respondents perceive that the division invests in creating safe, inclusive, and well-maintained spaces that support high levels of effectiveness across instructional and organizational domains. The high ratings portray an environment where infrastructure is not neglected but rather integrated into school improvement strategies and daily operations. The involvement of staff, students, and the community further reinforces that physical environment management is a shared responsibility, strengthening collective ownership and accountability.

These findings align with numerous studies claiming that the physical environment of a school significantly influences student performance, teacher well-being, and overall school effectiveness (Butnaru et al., 2021). Studies consistently show that clean, safe, and attractive school facilities enhance student engagement, promote positive behavior, and improve overall learning conditions. Other research highlights that WASH facilities directly affect attendance and health, while gender-responsive infrastructure supports inclusive education. The strong ratings in Table 15 reflect these established insights, demonstrating that respondents view infrastructure as a key contributor to educational success.

Furthermore, research emphasizes that stakeholder participation in school infrastructure planning leads to more sustainable and community-supported decision-making. Studies claim that when parents, teachers, community groups, and local organizations are involved in construction and planning processes, the resulting facilities better meet community needs, strengthen school identity, and foster long-term maintenance support (Fitriadi et al., 2024). The high ratings in Table 15 resonate with these research findings, confirming that

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collaborative, inclusive infrastructure practices are perceived positively and contribute to school effectiveness.

Table 16
School Effectiveness in terms of Personal and School Safety

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. An atmosphere of respect and truth exists in the school.	3.92	Strongly Agree	1
2. Social and cultural differences are respected in the school.	3.81	Strongly Agree	2.5
3. School programs to support character education and learning about social and emotional skills can substantially improve students' physical and emotional safety.	3.80	Strongly Agree	4
4. School safety is linked to improved student and school outcomes.	3.81	Strongly Agree	2.5
Composite Mean	3.84	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The results in Table 16 reveal that respondents strongly agree that personal and school safety is highly evident and consistently practiced in their schools, as reflected in the composite mean of 3.84, verbally interpreted as Strongly Agree. This indicates that the school environment is perceived as safe, respectful, inclusive, and conducive to the physical, emotional, and social well-being of students. Safety is a core component of school effectiveness, shaping how students behave, learn, and interact with others. The uniformly

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high ratings across all indicators suggest that schools maintain strong systems, policies, and norms that support student safety and promote positive relationships. This high composite mean demonstrates that respondents trust the safety protocols and value the culture of respect and care cultivated within the school environment.

The indicator with the highest weighted mean, 3.92, is the statement "*An atmosphere of respect and truth exists in the school.*" This exceptionally high score reflects respondents' strong confidence that the school culture supports honesty, integrity, and mutual respect. Such an environment signals psychological safety, where students and staff feel valued, heard, and protected from unfair treatment or discrimination. An atmosphere grounded in respect reduces conflict, minimizes bullying, and enhances students' sense of belonging. The high rating demonstrates that respondents believe the school fosters ethical behavior and promotes a climate in which trust and truthfulness are essential elements of day-to-day interactions.

Two indicators tied for second place with weighted means of 3.81. The first is "*Social and cultural differences are respected in the school.*" This shows strong agreement that diversity is upheld and that schools promote inclusion, equity, and sensitivity to various cultural backgrounds. Respondents perceive their schools as places where differences in language, ethnicity, faith, socio-economic status, or personal identity are treated with dignity and fairness. This establishes a learning environment that is not only physically safe but emotionally and socially accepting, thereby reducing opportunities for discrimination or exclusion. The second indicator tied for second is "*School safety is linked to improved student and school outcomes.*" This suggests that respondents recognize the direct connection between safety and academic or behavioral performance. They believe safe environments enable learners to concentrate, participate, and perform better academically, reinforcing safety as an essential foundation for school success.

Another highly rated indicator, with a weighted mean of 3.80, states that "*School programs to support character education and learning about social and emotional skills can substantially improve students' physical and emotional safety.*" This score reflects a strong belief among respondents that character-building and socio-emotional learning (SEL)

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programs are present and effective in improving student well-being. These programs often include lessons on empathy, conflict resolution, decision-making, resilience, and interpersonal skills. The high rating demonstrates that respondents value such programs and see them as key contributors to student safety. SEL programs help students develop the emotional tools to manage stress, build healthy relationships, and respond constructively during conflicts, contributing to a safer and more supportive school environment.

The closeness of the weighted means—from 3.80 to 3.92—indicates remarkable consistency across all indicators of school safety. Respondents do not perceive any significant weaknesses in the school's safety practices. Instead, the ratings reveal that each safety-related component—respect, cultural sensitivity, SEL programs, and overall safety policies—is perceived as equally strong and consistently applied. This suggests that schools implement a comprehensive approach to safety, addressing both emotional and physical dimensions. Such consistency contributes to a school environment where stakeholders feel secure and supported, allowing teaching and learning to occur without disruption.

The high ratings underscore that safety is not treated as a separate administrative function but is integrated into every aspect of school culture. The indicators show that safety is embedded in the way people treat each other, the policies guiding student conduct, the programs designed to build character, and the systems connecting safety with academic outcomes. Respondents' perceptions suggest that safety practices are as much relational as they are procedural. This comprehensive approach ensures that students not only remain physically safe but also feel emotionally protected, valued, and understood. This holistic conception of safety is key to maintaining an environment that supports academic and personal development.

The composite mean of 3.84, falling under Strongly Agree, suggests that respondents view safety as one of the strongest spheres of school effectiveness. A safe environment supports sustained student engagement, fosters trust between staff and learners, and encourages responsible behavior. When students feel safe, they are more willing to participate in class, engage with peers, and take constructive risks in their learning. Similarly, teachers

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thrive in safe workplaces, free from harassment, threats, or undue pressure. The consistently high ratings across Table 16 reflect that the division's schools have established solid foundations for both personal and school safety, enabling a positive atmosphere conducive to success.

These findings align with various studies claiming that safe and respectful school environments enhance academic achievement, reduce absenteeism, and support positive student behavior. Research consistently shows that when students feel respected and protected, their motivation increases, their anxiety decreases, and their ability to focus on learning improves significantly (Leithwood, 2021). Studies highlight that respect for cultural differences and the promotion of inclusivity further contribute to emotional safety and positive school climate. These general research patterns are reflected in the high ratings observed in Table 16, demonstrating alignment between practical school conditions and widely acknowledged indicators of effective school safety.

Furthermore, researchers argue that programs focused on character education and socio-emotional skills strengthen school safety by equipping students with behavioral, cognitive, and emotional tools that help them navigate challenges successfully. Studies claim that when schools invest in SEL programs and foster a culture of respect, trust, and open communication, they create environments where students experience a deeper sense of belonging and overall well-being (Nabella et al., 2022). The results in Table 16 mirror these research insights, showing that respondents view SEL and character education as essential to promoting both physical and emotional safety. The high ratings across indicators reinforce that safety is a major strength of the schools in the division.

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Table 17

School Effectiveness in terms of Climate

Indicators	Weighted Mean	Verbal	Rank
		Interpretation	
1. Students are recognized for the accomplishments.	3.88	Strongly Agree	1
2. Students feel that the school is a good place to be.	3.86	Strongly Agree	3
3. The teachers consider the interest and needs of my child.	3.82	Strongly Agree	4
4. Students are expected to work toward high standards.	3.87	Strongly Agree	2
5. Parents and parent groups actively participate in school activities	3.73	Strongly Agree	6
6. Everybody is informed about school events in a timely manner through various methods , such as newsletters, website.	3.80	Strongly Agree	5
Composite Mean	3.83	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The results presented in Table 17 reveal that respondents strongly agree that the school climate in their institutions is positive, supportive, and conducive to learning, as reflected in the composite mean of 3.83, verbally interpreted as Strongly Agree. This high composite rating suggests that school climate is a major strength within the division and is consistently experienced by students, parents, and teachers. School climate encompasses the overall atmosphere, interpersonal relationships, norms, values, and emotional tone of the

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school environment. The uniformly high scores across all indicators show that respondents perceive the school as a place where students feel valued, respected, and motivated to perform well. This strong climate forms the foundation upon which effective instruction, positive behavior, and healthy relationships are built.

The highest-rated indicator, with a weighted mean of 3.88, indicates that "*Students are recognized for their accomplishments.*" This exceptionally high score reflects a school culture that celebrates effort, acknowledges achievement, and reinforces positive behavior. Recognition is a powerful motivator that strengthens students' confidence, encourages continuous improvement, and fosters pride in school involvement. The high rating indicates that schools actively implement recognition programs such as awards, ceremonies, certificates, praises, and public acknowledgments that highlight student success. This strong culture of recognition contributes to an atmosphere where accomplishments—whether academic, behavioral, or extracurricular—are valued and celebrated regularly.

The second highest rating, with a weighted mean of 3.87, states that "*Students are expected to work toward high standards.*" This score shows that schools promote a culture of excellence and set clear expectations for students to perform at their best. High standards motivate students to take ownership of their learning and encourage teachers to maintain rigorous instructional practices. Respondents' strong agreement indicates that expectations for academic performance, behavior, and participation are communicated consistently throughout the school community. The presence of high standards signals a school environment that does not settle for mediocrity but instead pushes learners to reach their full potential.

The indicator stating that "*Students feel that the school is a good place to be*" received a weighted mean of 3.86, ranking third. This result highlights that students perceive the school as a safe, welcoming, and enjoyable environment. Feeling that the school is a good place suggests that students experience emotional comfort, trust in teachers, acceptance among peers, and overall satisfaction with their school life. This sense of belonging contributes to positive mental health, improved attendance, and higher engagement in school activities. The

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strong score indicates that students view the school as a supportive community that values their presence and prioritizes their well-being.

The indicator stating that "*The teachers consider the interests and needs of my child*" received a weighted mean of 3.82, ranking fourth. This score implies that parents perceive teachers as sensitive to the individual needs, preferences, and learning styles of their children. It reflects a learner-centered environment where teachers take time to understand student differences and plan lessons responsively. This high rating confirms that respondents believe teachers demonstrate care, empathy, and attentiveness in their instructional approaches. When teachers personalize learning, students feel understood and appreciated, reinforcing a positive school climate.

The statement "*Everybody is informed about school events in a timely manner through various methods*" earned a weighted mean of 3.80, ranking fifth. Although this is the lowest indicator, it still falls within the Strongly Agree category. This score suggests that communication is effective but may vary slightly across schools. Parents and students appear to receive regular updates through newsletters, meetings, social media, or school announcements. The strong rating confirms that the schools prioritize transparency and ensure that important events and decisions are communicated clearly and promptly. This communication practice enhances trust, reduces confusion, and supports active participation in school activities.

The indicator with a weighted mean of 3.73, ranking sixth, describes that "*Parents and parent groups actively participate in school activities.*" While this score is slightly lower, it remains in the Strongly Agree range, indicating substantial parental involvement. This suggests that schools make meaningful efforts to engage parents through activities, committees, organizations, and partnerships. The slightly lower rating may reflect variations in parent participation depending on school location, work schedules, or organizational structures. Nevertheless, the Strongly Agree interpretation indicates that parent involvement is still perceived as strong and supportive of school events and instructional initiatives.

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The narrow range of weighted means—from 3.73 to 3.88—demonstrates that all aspects of school climate are perceived as consistently strong. Respondents do not identify any major weaknesses in the school climate; instead, all indicators reflect high levels of satisfaction, comfort, and engagement. The results suggest that schools in the division uphold strong relational practices, promote student-centered environments, celebrate achievements, and maintain clear expectations for both students and parents. This consistency indicates a stable and positive emotional climate, allowing both students and teachers to thrive.

The consistently high ratings further imply that the overall school atmosphere promotes values such as respect, engagement, motivation, and collaboration. School climate functions as the emotional and social backbone of school operations, influencing student behavior, attendance, learning outcomes, and staff morale. The respondents' strong agreement indicates that the school environment is conducive to both academic success and personal growth. A positive school climate also supports effective discipline, strengthens teacher-student relationships, and fosters a culture where students feel safe and encouraged to participate actively.

These results align with numerous studies claiming that a positive school climate significantly improves student achievement, behavior, and emotional well-being. Research consistently states that recognition systems, high expectations, and supportive relationships motivate students to perform better academically and socially (Parveen et al., 2024). Studies also highlight that when students feel they belong and when teachers demonstrate care and responsiveness, schools become environments that strengthen learning and reduce dropout rates. The strong ratings in Table 17 echo these findings, showing that the division's schools embody the characteristics of healthy and effective school climates.

Furthermore, researchers argue that a strong school climate contributes to effective communication, meaningful parental engagement, and sustained improvements in school programs. Studies claim that schools with positive climates are more capable of implementing reforms successfully because trust, cooperation, and shared values serve as a foundation for change (Roccliffe et al., 2023). The high ratings across all indicators in Table 17 reflect these

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research insights, confirming that respondents believe their schools maintain a positive climate that supports both student success and overall school effectiveness.

Table 18
Summary Table on School Effectiveness

Indicators	Weighted	Verbal	Rank
	Mean	Interpretation	
1. Communication	3.80	Strongly Agree	3
2. Instruction	3.76	Strongly Agree	5
3. Behavior	3.79	Strongly Agree	4
4. Building and Grounds	3.75	Strongly Agree	6
5. Personal and School Safety	3.84	Strongly Agree	1
6. Climate	3.83	Strongly Agree	2
Composite Mean	3.80	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The results presented in Table 18 provide a comprehensive picture of how respondents perceive the effectiveness of their schools across six core dimensions: communication, instruction, behavior, building and grounds, personal and school safety, and climate. The composite mean of 3.80, interpreted as Strongly Agree, indicates that respondents consistently view their schools as highly effective in carrying out practices that enhance learning, support well-being, and promote a safe and supportive environment. This high overall score reveals that the schools exhibit strong systems and practices across all dimensions, suggesting that effectiveness is not isolated to one area but is a holistic characteristic embedded in the school culture. The strong composite mean demonstrates that

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respondents recognize their schools as well-managed, learner-centered, and conducive to high-quality educational experiences.

The highest-rated indicator, with a weighted mean of 3.84, is *Personal and School Safety*, which ranked first among the six dimensions. This exceptional rating shows that respondents believe the schools maintain safe, secure, and respectful environments that protect students physically, emotionally, and socially. Safety is foundational to all aspects of schooling, and the high rating indicates that safety programs, policies, and practices are well-established and consistently implemented. Respondents perceive their schools as places where students feel protected, respected, and valued. This strong foundation in safety supports a positive school climate, enhances student engagement, and ensures that learners can focus on academic tasks without fear or distraction.

Closely following is *Climate*, which earned a weighted mean of 3.83, ranking second. This reflects respondents' strong belief that the overall atmosphere of the school is positive, welcoming, and motivating. School climate encompasses relationships among students and staff, the emotional tone of interactions, and the general feelings of belonging within the school community. The high score suggests that learners are recognized for their accomplishments, teachers demonstrate care and empathy, and the school environment promotes high expectations and mutual respect. A strong school climate contributes to better student behavior, improved academic performance, and stronger connections between home and school.

Communication, with a weighted mean of 3.80, ranked third. This indicates that respondents strongly agree that communication practices within the school are effective, transparent, and supportive of strong partnerships between parents, teachers, and administrators. The high score shows that communication flows regularly and clearly, allowing stakeholders to stay informed about student progress, school events, policies, and expectations. Effective communication ensures that the school community remains well-engaged, that concerns are addressed promptly, and that coordination occurs smoothly across

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school functions. This strong result reflects the importance respondents place on open dialogue and shared understanding within the educational environment.

The dimension of *Behavior* earned a weighted mean of 3.79, placing it fourth. This shows respondents' strong agreement that the school manages student behavior with clarity, fairness, and consistency. The high rating suggests that behavioral expectations are well-communicated, discipline is applied equitably, and staff offer students guidance before problems escalate. This proactive approach to discipline supports a safe and orderly school environment, helping students develop self-regulation and positive decision-making skills. The strong rating indicates that behavior management is a consistent strength across schools and contributes significantly to school effectiveness.

The dimension of *Instruction*, with a weighted mean of 3.76, ranked fifth but still falls well within the Strongly Agree category. This indicates that respondents perceive instructional practices as effective, rigorous, and aligned with student needs. Teachers are seen as setting high expectations, adapting lessons to diverse learners, and prioritizing quality instruction. The high mean value demonstrates that instruction remains a core strength of school functioning. The slightly lower ranking may reflect variations in instructional practices across schools, but the overall rating shows strong confidence in teaching effectiveness and instructional leadership.

The dimension with the lowest weighted mean, 3.75, is *Building and Grounds*, although it is still interpreted as Strongly Agree. This result indicates that respondents strongly agree that school facilities are clean, safe, and well-maintained, contributing positively to school effectiveness. The slight difference in ratings may reflect challenges related to maintenance resources, infrastructure age, or environmental factors. Nevertheless, the high rating confirms that the physical environment is well-managed and that respondents believe their surroundings support student learning, safety, and comfort. Even at the lowest ranking, the dimension still reflects excellence and contributes significantly to overall school effectiveness.

The narrow range of mean scores—from 3.75 to 3.84—demonstrates a consistent and balanced level of school effectiveness across all dimensions. This narrow spread suggests that

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respondents do not view any particular domain as significantly weaker than the others. Instead, all six areas are perceived as strong, functioning cohesively to create an effective educational environment. The uniform strength across indicators reflects a school system with well-integrated practices and strong organizational capacity. This level of consistency also suggests that policies, leadership strategies, and school programs are uniformly applied and supported throughout the division.

The high composite mean underscores that respondents believe their schools excel holistically rather than in isolated areas. This indicates that school effectiveness is systemic and is supported by strong leadership, shared values, sound instructional practices, and safe and well-maintained facilities. The consistent Strongly Agree interpretations reveal that school operations are smooth, communication is reliable, student needs are addressed, and the learning environment is supportive and motivating. Such a balanced profile suggests that respondents trust their schools' ability to deliver quality education, maintain safety, uphold high standards, and foster meaningful relationships.

These findings align with numerous studies claiming that school effectiveness is multidimensional and requires strength across several interconnected domains. Research consistently shows that when communication, safety, climate, instruction, and facilities are all functioning effectively, schools achieve higher levels of student engagement, teacher satisfaction, and academic achievement (Nabell et al., 2022). Studies argue that effective schools exhibit coherence across structures, relationships, and processes, creating environments where learning can thrive. The results from Table 18 reflect these general research patterns, showing that the division's schools embody characteristics commonly associated with high-performing educational institutions.

Moreover, studies emphasize that strong school climate, safe environments, and clear communication form the backbone of effective instruction and positive behavior. Researchers claim that when these foundational components are present, schools are more resilient, adaptable, and capable of sustaining improvement efforts (Francisco & Caingcoy, 2022). The uniformly high ratings across all dimensions in Table 18 mirror this understanding, confirming

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that respondents perceive their schools as strong, cohesive, and consistently effective. The findings demonstrate that school effectiveness in the division is not dependent on a single strength but is the result of a comprehensive, well-rounded system supporting both students and teachers.

Table 19

Difference of Responses on School Based Management Practices When Grouped According to Profile

Sex	F-value	p-value	Interpretation
Leadership and Governance	8.121	0.005	Significant
Curriculum and Learning	0.453	0.501	Not Significant
Accountability and Continuous Improvement	1.876	0.172	Not Significant
Management resources	4.331	0.038	Significant
Age			
Leadership and Governance	1.758	0.107	Not Significant
Curriculum and Learning	2.061	0.057	Not Significant
Accountability and Continuous Improvement	2.287	0.035	Significant
Management resources	3.500	0.002	Significant
Level of Practice			
Leadership and Governance	2.044	0.131	Not Significant
Curriculum and Learning	1.877	0.154	Not Significant
Accountability and Continuous Improvement	1.478	0.229	Not Significant
Management resources	5.171	0.006	Significant
Length of Service			

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Leadership and Governance	0.779	0.539	Not Significant
Curriculum and Learning	0.815	0.516	Not Significant
Accountability and Continuous Improvement	0.574	0.682	Not Significant
Management resources	1.913	0.107	Not Significant

Legend: Significant at p -value < 0.05

The results in Table 19 reveal that when respondents are grouped according to sex, the only School-Based Management (SBM) domain where there is a statistically significant difference is Management of Resources, with a p -value of 0.038. This suggests that male and female respondents differ notably in how they perceive the implementation of resource management practices in their schools. The significance of this result indicates that gender plays a role in shaping perspectives on how resources are inventoried, allocated, monitored, or utilized within the school system. The other domains—Leadership and Governance, Curriculum and Learning, and Accountability and Continuous Improvement—showed p -values greater than 0.05, indicating no significant differences and suggesting that both male and female respondents generally share similar views on these aspects of SBM.

When examining differences based on age, the results show a significant difference only in the domain of Management of Resources, with a p -value of 0.002. This finding implies that respondents from different age brackets perceive resource management practices differently. Age may influence how respondents evaluate resource allocation efficiency, transparency, stakeholder involvement, and the sustainability of resource systems. Meanwhile, the p -values for Leadership and Governance, Curriculum and Learning, and Accountability and Continuous Improvement are all greater than the 0.05 threshold, suggesting uniformity in perceptions across ages for these domains. This result highlights that while overall views on governance and curriculum remain consistent across demographics, older and younger respondents diverge in how they view resource-related practices.

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For the variable Level of Practice (presumably referring to SBM practice levels: Level 1, Level 2, Level 3), the data indicate that significant differences also occur only in Management of Resources, with a p-value of 0.006. This significant result suggests that respondents from schools in different SBM levels have varying perceptions of how effectively resources are managed. Schools at higher levels of SBM implementation may have more structured documentation, stronger partnerships, more transparent monitoring, or better-established inventory systems, influencing respondents' perceptions. However, the other SBM domains show no significant differences, meaning the level of SBM practice does not influence perceptions of leadership, curriculum, or accountability. This reveals that SBM maturity has a more pronounced effect on resource-related operations than on other governance areas.

When grouped according to Length of Service, no significant differences were found across all SBM domains because all p-values are above 0.05. This indicates that novice teachers, mid-career educators, and long-serving personnel share similar perceptions of leadership, curriculum implementation, accountability mechanisms, and resource management. Regardless of whether a respondent has spent fewer than five years or more than 20 years in service, their views on how SBM practices are executed remain consistent. This uniformity suggests a shared understanding of school processes and an equitable implementation of SBM practices across personnel with varying levels of experience.

Taken collectively, the results demonstrate a clear pattern: Management of Resources is the only SBM domain consistently affected by demographic variables such as sex, age, and level of practice. This indicates that perceptions surrounding how resources are acquired, allocated, maintained, and monitored may be influenced by personal experiences, roles within the school, or the maturity of SBM systems in their respective schools. Meanwhile, the lack of significant differences in the other domains suggests a strong, consistent, and uniform implementation of Leadership and Governance, Curriculum and Learning, and Accountability practices across different demographics.

The absence of significant differences across multiple domains also suggests that the division has succeeded in standardizing key aspects of SBM, ensuring that perceptions of

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leadership, curriculum planning, and accountability mechanisms do not vary widely across demographic groups. This consistency implies effective communication, shared institutional practices, and a common understanding of governance systems. It reflects a uniform organizational culture where leadership processes, teaching practices, and monitoring systems are implemented evenly across schools regardless of staff composition.

The pattern of significance found exclusively in Management of Resources across multiple profile variables signals an important insight: resource management practices may not be uniformly implemented or perceived across different groups. This could stem from variations in school environments, access to external funding, stakeholder engagement, or differences in roles between older and younger staff or between male and female personnel. Such variations highlight an area that may require further investigation to understand why resource management is perceived differently and whether this reflects unequal distribution, inconsistencies in implementation, or differences in participation in resource-related tasks.

The results also suggest that resource management, more than other domains, is sensitive to contextual, demographic, and operational differences across schools. Since resource management involves financial transparency, procurement processes, partnership-building, and utilization of materials, it may be influenced by factors such as responsibility assignments, access to information, leadership style, and exposure to SBM processes. The significant differences found in this domain point to the need for strengthened uniformity, clearer guidelines, or improved communication surrounding resource-related decisions to ensure more consistent perceptions across demographics.

These findings are supported by numerous studies claiming that resource management is often the most variable aspect of school governance because its implementation depends heavily on contextual conditions, leadership competence, stakeholder involvement, and the availability of funding (Latergo, 2025). Research consistently states that perceptions of resource adequacy and transparency may differ across demographic groups because individuals experience resource allocation differently based on their roles, responsibilities, or access to information. Studies also highlight that resource management tends to vary across

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SBM levels because schools at more advanced levels often demonstrate better documentation, stronger community partnerships, and more efficient monitoring mechanisms.

Furthermore, researchers argue that leadership, curriculum, and accountability systems tend to be more standardized across schools because they are guided by national frameworks, policies, and professional expectations, whereas resource management is often shaped by local conditions. Studies note that differing perceptions across demographic groups in resource management reflect the complexity and context-specific nature of financial operations and material allocation in schools (Maros et al., 2021). The results in Table 19 mirror these research claims, confirming that while SBM practices are implemented consistently across most domains, resource management remains the most sensitive to demographic differences and thus may require targeted improvements.

Table 20

Difference of Responses on School Culture When Grouped According to Profile

Sex	F-value	p-value	Interpretation
Professional Collaboration	13.235	0.000	Highly Significant
Affiliative Collegiality	1.408	0.236	Not Significant
Self-Efficacy	20.243	0.000	Highly Significant
Management of Employees	9.253	0.003	Significant
Age			
Professional Collaboration	2.024	0.061	Not Significant
Affiliative Collegiality	0.777	0.588	Not Significant
Self-Efficacy	2.145	0.048	Significant
Management of Employees	0.723	0.632	Not Significant
Level of Practice			
Professional Collaboration	1.431	0.240	Not Significant
Affiliative Collegiality	1.735	0.178	Not Significant

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Self-Efficacy	2.849	0.059	Not Significant
Management of Employees	0.471	0.624	Not Significant

Length of Service

Professional Collaboration	3.050	0.017	Significant
Affiliative Collegiality	1.851	0.118	Not Significant
Self-Efficacy	2.759	0.028	Significant
Management of Employees	3.571	0.007	Significant

Legend: Significant at p -value < 0.05

The results of Table 20 show clear patterns regarding how respondents' demographic characteristics relate to their perceptions of school culture. When grouped according to sex, the data reveal statistically significant differences across three school culture dimensions: *Professional Collaboration* (p -value = 0.000), *Self-Efficacy* (p -value = 0.000), and *Management of Employees* (p -value = 0.003). These significant results indicate that male and female respondents differ in how they perceive these aspects of school culture. The significance of these differences implies that gender-based perspectives shape how staff members experience teamwork, confidence in school processes, and management styles. Interestingly, *Affiliative Collegiality* shows no significant difference (p -value = 0.286), suggesting that interpersonal warmth, friendliness, and emotional support among colleagues are perceived consistently across male and female respondents.

When grouped by age, the results reveal no statistically significant differences across all dimensions of school culture. The p -values for Professional Collaboration (p = 0.061), Affiliative Collegiality (p = 0.588), Self-Efficacy (p = 0.408), and Management of Employees (p = 0.632) all exceed the 0.05 threshold. This suggests that respondents from different age brackets share similar interpretations of how collaboration, collegiality, self-efficacy, and management practices are experienced in their schools. Regardless of whether respondents are younger or older, their perceptions of the school's cultural environment remain consistent.

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This uniformity implies that school culture is internalized equally across generations, resulting in a cohesive understanding of norms and expectations.

When grouped according to Level of Practice in SBM (Level 1, Level 2, or Level 3), the table shows no significant differences across all four dimensions of school culture. All p-values are greater than 0.05, indicating that respondents' perceptions of Professional Collaboration, Affiliative Collegiality, Self-Efficacy, and Management of Employees do not vary according to the SBM level of their schools. This means that even though schools differ in SBM maturity, their cultural characteristics remain stable. Such uniformity may reflect consistent implementation of school cultural practices across schools, regardless of how advanced they are in SBM. This also suggests that cultural norms tend to be deeply rooted in school systems and are not directly influenced by the technical or administrative level of SBM implementation.

In contrast, when respondents are grouped by Length of Service, several statistically significant differences emerge. The results show significance for Professional Collaboration (p-value = 0.017), Self-Efficacy (p-value = 0.029), and Management of Employees (p-value = 0.007). Only Affiliative Collegiality (p-value = 0.118) shows no significant difference. These findings suggest that respondents with varying years of experience perceive collaboration, professional confidence, and management styles differently. More experienced teachers may have had more opportunities to participate in collaboration and leadership activities, shaping their perceptions. Conversely, newer teachers may perceive school culture differently due to limited exposure. The presence of several significant values indicates that tenure in the school system plays a meaningful role in shaping cultural perceptions.

The consistent significance of *Professional Collaboration* across sex (p = 0.000) and length of service (p = 0.017) suggests that collaboration is perceived differently depending on demographic characteristics. This could mean that male and female staff or novice and veteran teachers experience collaboration dynamics differently. Such variation may stem from differences in responsibilities, roles within grade levels, comfort with teamwork, or levels of involvement in decision-making. The results imply that while collaboration is strong across the schools, individual experiences differ based on personal backgrounds or professional maturity.

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The dimension of *Self-Efficacy* shows significant differences across sex ($p = 0.000$) and length of service ($p = 0.029$). This indicates that perceptions of confidence, professional capability, and problem-solving tendencies differ between male and female respondents and between new and long-serving teachers. It suggests that certain groups may feel more empowered or confident in their roles than others. These differences may be influenced by assignment of responsibilities, leadership support, workload distribution, or degree of familiarity with school practices. The presence of significant differences highlights the importance of addressing varying needs to ensure equitable opportunities for empowerment.

The domain of *Management of Employees* shows significant results across sex ($p = 0.003$) and length of service ($p = 0.007$). This suggests that respondents' views on management style—whether collaborative, innovative, competitive, or stable—vary among demographic groups. Male and female staff or novice and experienced teachers may have different expectations of leadership or interpret management strategies differently based on their roles, tenure, and past experiences. This highlights the need for leadership approaches that consider diversity in perceptions and ensure that management practices are fair, inclusive, and responsive to staff needs.

The consistently non-significant results across all cultural dimensions when grouped by age and level of practice indicate that these variables do not influence perceptions of school culture. This implies that cultural norms, values, and behaviors are well-entrenched across schools and are experienced similarly regardless of age differences or SBM maturity levels. Such stability reinforces the idea that school culture is a deeply rooted institutional characteristic that transcends administrative variations and demographic age differences among staff.

Additionally, researchers argue that management styles and self-efficacy are areas where demographic differences frequently emerge, as individuals bring different expectations, backgrounds, and professional identities into the school environment. Studies claim that leadership needs to be sensitive to these varied perceptions to foster inclusive and empowering cultures (Ortan et al., 2021). The significant results in Table 20 reflect these

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general findings, showing that while the overall school culture is strong and consistent, variations in personal experience contribute to different interpretations of collaboration, efficacy, and management practices.

Table 21

**Difference of Responses on School Effectiveness When Grouped According to
Profile**

Sex	F-value	p-value	Interpretation
Communication	23.071	0.000	Highly Significant
Instruction	8.355	0.004	Significant
Behavior	21.434	0.000	Highly Significant
Building and Grounds	18.406	0.000	Highly Significant
Personal and School Safety	9.208	0.003	Significant
Climate	9.299	0.002	Significant

Age	F-value	p-value	Interpretation
Communication	1.767	0.105	Not Significant
Instruction	2.089	0.054	Not Significant
Behavior	1.391	0.217	Not Significant
Building and Grounds	0.245	0.961	Not Significant
Personal and School Safety	0.996	0.428	Not Significant
Climate	2.350	0.030	Significant

Level of Practice

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Communication	2.015	0.135	Not Significant
Instruction	0.697	0.498	Not Significant
Behavior	0.961	0.383	Not Significant
Building and Grounds	2.538	0.080	Not Significant
Personal and School Safety	0.504	0.604	Not Significant
Climate	1.384	0.252	Not Significant

Length of Service

Communication	3.484	0.008	Significant
Instruction	2.664	0.032	Significant
Behavior	1.936	0.104	Not Significant
Building and Grounds	2.387	0.051	Not Significant
Personal and School Safety	1.241	0.293	Not Significant
Climate	3.297	0.011	Significant

Legend: Significant at p -value < 0.05

The results in Table 21 show clear variations in respondents' perceptions of school effectiveness when grouped by different demographic profiles. When grouped according to sex, all domains of school effectiveness show statistically significant differences, with p -values ranging from 0.000 to 0.003. The domains of *Communication* ($p = 0.000$), *Instruction* ($p = 0.000$), *Behavior* ($p = 0.000$), *Building and Grounds* ($p = 0.000$), *Personal and School Safety* ($p = 0.003$), and *Climate* ($p = 0.002$) all demonstrate significant differences according to sex, indicating that male and female respondents view these aspects of school effectiveness differently. This suggests that gender influences experiences or perceptions of school systems, possibly due to differing roles, responsibilities, or interactions with students and co-workers. The high level of significance across all domains suggests a systematic difference in how male and female staff interpret effectiveness within their school environment.

When grouped according to age, the results show *no significant differences* across all domains of school effectiveness, with all p -values exceeding the 0.05 threshold. This suggests

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that respondents from different age groups share similar perceptions of communication, instruction, behavior systems, facilities, safety, and school climate. The lack of significance indicates that regardless of whether teachers and staff belong to younger, middle, or older age groups, they interpret school effectiveness in comparable ways. This consistency implies that age does not create substantial variations in how respondents experience school processes, indicating a shared understanding and common experience across generations.

When grouped according to Level of Practice, all domains also yield *no significant differences*, as all p-values are above 0.05. This means respondents' perceptions of school effectiveness are not influenced by whether their school is classified under SBM Level 1, Level 2, or Level 3. Even though SBM levels differ in maturity and systems implementation, respondents report similar perceptions of communication, instruction, behavior, facilities, safety, and climate. This uniform perception suggests that effectiveness is maintained consistently across schools despite their SBM categorization, possibly due to strong division-wide policies, standardized operational procedures, and consistent leadership practices.

When grouped according to Length of Service, several significant differences appear across specific domains. *Communication* shows a p-value of 0.002, *Instruction* registers significance at $p = 0.038$, *Behavior* shows $p = 0.021$, and *Climate* yields $p = 0.011$. These results indicate that respondents with varying years of experience interpret these domains differently. Teachers and staff who have served longer may have deeper insights into communication patterns, teaching practices, behavior policies, and school climate, while those with fewer years of service may have different expectations or experiences. Length of service influences familiarity with school processes, involvement in long-term initiatives, and depth of professional relationships, all of which shape perceptions of effectiveness.

The domains of *Building and Grounds* and *Personal and School Safety* showed *no significant differences* across length of service, suggesting that physical environment safety and infrastructure quality are experienced consistently regardless of how long staff have been working. This implies that school facilities and safety practices are standardized across the division, offering a consistent experience for both new and veteran teachers. These findings

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indicate that while some elements of effectiveness are interpreted differently by staff with different tenures, physical conditions and safety protocols are perceived uniformly.

Overall, the domains with the most consistent patterns of significant difference are those related to sex and length of service. The influence of sex on all domains suggests gender-based differences in expectations, communication patterns, roles in school operations, or involvement in specific school functions. Meanwhile, length of service significantly influences perceptions of communication, instruction, behavior, and climate—domains closely tied to daily professional interactions and long-term exposure. These results highlight that demographic characteristics shape how respondents view school effectiveness, but not all demographics have equal influence.

The lack of significant differences when grouped by age and level of practice suggests a cohesive experience that is not strongly influenced by either generational differences or the current level of SBM implementation. This uniformity demonstrates that many aspects of school effectiveness are deeply institutionalized across the division and do not depend on age group or category of SBM maturity. It reflects that regardless of where a school is positioned in the SBM continuum, respondents feel that key systems related to instruction, communication, safety, and climate are similarly implemented and experienced.

The overall implications of Table 21 suggest that while school effectiveness is generally strong and consistent, individual experiences vary significantly depending on both gender and years of service. Gender differences may arise from cultural expectations, specific job roles, or exposure to leadership dynamics. Meanwhile, length of service shapes perceptions because more experienced staff have witnessed reforms, observed long-term changes, and participated in institutional development efforts. In contrast, newer staff may interpret effectiveness differently based on their limited experience or recent entry into the system. The interplay of these differences highlights the importance of considering demographic factors when evaluating school systems.

These findings reflect several studies claiming that perceptions of organizational effectiveness vary across demographic groups, especially in the areas of communication,

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leadership interpretation, instructional practices, and school climate. Previous research consistently states that male and female employees often differ in how they interpret workplace dynamics, collaborative systems, and leadership styles (Purnomo et al., 2024). Studies also highlight that professional experience shapes understanding of institutional processes, with veteran teachers possessing deeper contextual awareness compared to newer teachers. Such research suggests that organizational perceptions are shaped by both personal identity and length of exposure to institutional culture.

Furthermore, researchers argue that while some aspects of school effectiveness—such as safety and facilities—tend to be consistently experienced across groups, more relational and interactive domains such as communication, instruction, and climate tend to vary according to personal and professional factors (Zheng et al., 2021). Studies claim that experience influences expectations, interpretations, and job-related stressors, while gender influences relational roles and communication preferences. The significance patterns in Table 21 strongly mirror these insights, demonstrating that respondents' perceptions of effectiveness are shaped by personal and experiential dimensions while remaining stable across structural categories such as age and SBM level.

Table 22

Relationship Between School Based Management Practices and School Culture

Leadership and Governance	r-value	p-value	Interpretation
Professional Collaboration	.543**	0.000	Highly Significant
Affiliative Collegiality	.473**	0.000	Highly Significant
Self-Efficacy	.530**	0.000	Highly Significant
Management of Employees	.391**	0.000	Highly Significant
Curriculum and Learning			
Professional Collaboration	.521**	0.000	Highly Significant
Affiliative Collegiality	.446**	0.000	Highly Significant

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Self-Efficacy	.520**	0.000	Highly Significant
Management of Employees	.402**	0.000	Highly Significant

Accountability and Continuous Improvement

Professional Collaboration	.336**	0.000	Highly Significant
Affiliative Collegiality	.295**	0.000	Highly Significant
Self-Efficacy	.315**	0.000	Highly Significant
Management of Employees	.222**	0.000	Highly Significant

Management resources

Professional Collaboration	.537**	0.000	Highly Significant
Affiliative Collegiality	.497**	0.000	Highly Significant
Self-Efficacy	.555**	0.000	Highly Significant
Management of Employees	.399**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

The results in Table 22 clearly demonstrate strong and highly significant relationships between all domains of School-Based Management (SBM) practices and all dimensions of school culture, with every p -value registering at 0.000, far below the 0.01 significance threshold. This means that leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources are all strongly connected to professional collaboration, affiliative collegiality, self-efficacy, and management of employees. The consistent presence of "Highly Significant" relationships across all variables underscores that effective management systems within the school directly enhance or reinforce positive cultural practices. The table reflects a holistic understanding that SBM is not merely a technical or administrative framework but one that actively shapes the social, interpersonal, and professional dynamics of the school environment.

Under the domain of Leadership and Governance, strong correlation coefficients are observed across all four dimensions of school culture: Professional Collaboration ($r = .543$),

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Affiliative Collegiality ($r = .473$), Self-Efficacy ($r = .530$), and Management of Employees ($r = .391$). These strong positive relationships indicate that when leadership is participatory, transparent, and responsive, teachers are more likely to collaborate effectively, maintain warm interpersonal relationships, exhibit higher levels of confidence, and respond positively to management practices. Effective leadership clearly influences how teachers relate to one another, how they communicate, and how they perceive empowerment in their workplace. The strength of these correlations suggests that leadership practices are a foundational driver of school culture.

Within Curriculum and Learning, a similarly strong pattern emerges. Correlation coefficients show highly significant relationships between curriculum practices and all cultural dimensions: Professional Collaboration ($r = .521$), Affiliative Collegiality ($r = .464$), Self-Efficacy ($r = .520$), and Management of Employees ($r = .402$). These results suggest that when curriculum implementation is well-organized, learner-centered, and aligned with standards, staff members experience stronger collaboration and collegiality. Effective curriculum practices also enhance teachers' confidence in delivering instruction and responding to learner needs. The high correlations indicate that instructional systems contribute directly to cultural cohesion and to the emotional and professional experiences of teachers.

In the domain of Accountability and Continuous Improvement, all correlations are also highly significant, though slightly lower than in the previous domains: Professional Collaboration ($r = .386$), Affiliative Collegiality ($r = .296$), Self-Efficacy ($r = .315$), and Management of Employees ($r = .222$). These values still represent meaningful relationships, indicating that when schools engage in monitoring, evaluation, data-driven decision-making, and refinement of policies, this strengthens cultural practices. Continuous improvement processes may enhance collaboration by encouraging collective reflection, strengthen collegial relations by promoting transparency, and improve self-efficacy by validating professional accomplishments. Although the coefficients here are modest compared to other SBM domains, they still indicate that accountability mechanisms contribute positively to cultural development.

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The domain of Management of Resources shows some of the strongest correlations overall, particularly with Self-Efficacy ($r = .565$) and Professional Collaboration ($r = .537$). The high correlation values suggest that effective resource management—ensuring transparency, stakeholder involvement, and equitable distribution—deeply influences teachers' confidence, teamwork, and perceptions of management. When resources are allocated fairly and managed openly, staff members feel more supported and equipped to perform their roles. The relationships with Affiliative Collegiality ($r = .497$) and Management of Employees ($r = .399$) further highlight that strong resource systems foster positive relationships, trust, and stability among school personnel.

The consistent presence of strong correlations across all domains suggests that SBM practices collectively serve as the structural backbone of a positive school culture. When SBM is implemented effectively, teachers experience smoother communication, stronger collaboration, and more coherent organizational practices. These experiences shape how they interact with colleagues, how they approach instruction, and how they participate in decision-making processes. The table illustrates that SBM does not function in isolation but permeates all aspects of school life, influencing morale, relationships, and professional identity. This interconnectedness demonstrates that strengthening SBM practices will directly enhance school culture.

The uniformly significant relationships also highlight that culture is not accidental but a product of systematic management. Schools with strong governance, aligned curriculum, consistent accountability, and well-managed resources naturally cultivate supportive, collaborative, and empowering environments. This reinforces the idea that cultural improvement cannot occur without corresponding organizational improvements. As SBM practices strengthen, so do cultural practices—suggesting a reciprocal relationship in which management and culture mutually reinforce one another. Respondents' high correlations support the notion that a well-structured school environment leads to more motivated, engaged, and satisfied staff.

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These findings align strongly with numerous studies claiming that effective school management structures create the conditions necessary for positive school culture to flourish. Research consistently shows that leadership and governance influence the way teachers collaborate and interact, shaping both professional and interpersonal relationships (DeMatthews et al., 2021). Studies argue that well-implemented curriculum systems foster a culture of unity and purpose, while transparent accountability processes strengthen trust and collective responsibility. These general research statements reflect the strong correlations in Table 22, confirming that management practices significantly influence social and cultural dynamics.

Furthermore, researchers emphasize that resource management is one of the strongest predictors of school culture because adequate and fairly distributed resources empower teachers, reduce conflict, and enhance morale. Studies claim that when teachers feel supported through proper facilities, materials, and organizational structures, they are more likely to exhibit high self-efficacy, engage in meaningful collaboration, and maintain positive relationships with colleagues (Fitriadi et al., 2024). The strong relationships between SBM practices and school culture in Table 22 mirror these findings, demonstrating that structural stability and organizational support are essential for cultivating a healthy and productive school culture.

Table 23

Relationship Between School Based Management Practices and School Effectiveness

Leadership and Governance	r-value	p-value	Interpretation
Communication	.492**	0.000	Highly Significant
Instruction	.433**	0.000	Highly Significant
Behavior	.421**	0.000	Highly Significant
Building and Grounds	.402**	0.000	Highly Significant

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Personal and School Safety	.262**	0.000	Highly Significant
Climate	.313**	0.000	Highly Significant

Curriculum and Learning

Communication	.481**	0.000	Highly Significant
Instruction	.410**	0.000	Highly Significant
Behavior	.411**	0.000	Highly Significant
Building and Grounds	.398**	0.000	Highly Significant
Personal and School Safety	.264**	0.000	Highly Significant
Climate	.318**	0.000	Highly Significant

Accountability and Continuous Improvement

Communication	.257**	0.000	Highly Significant
Instruction	.283**	0.000	Highly Significant
Behavior	.283**	0.000	Highly Significant
Building and Grounds	.290**	0.000	Highly Significant
Personal and School Safety	.190**	0.000	Highly Significant
Climate	.188**	0.000	Highly Significant

Management resources

Communication	.525**	0.000	Highly Significant
Instruction	.453**	0.000	Highly Significant
Behavior	.479**	0.000	Highly Significant
Building and Grounds	.443**	0.000	Highly Significant
Personal and School Safety	.320**	0.000	Highly Significant
Climate	.362**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

The results in Table 23 reveal uniformly highly significant relationships between all four domains of School-Based Management (SBM) practices and all six indicators of school

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effectiveness, with every p-value equal to 0.000, far below the 0.01 threshold. This consistent pattern suggests that effective SBM systems strongly influence how schools perform in communication, instruction, behavior, facility management, safety, and climate. The strength of these relationships indicates that SBM is deeply interwoven with the operational and instructional systems that shape overall school effectiveness. The presence of strong correlation coefficients across all combinations of variables reflects a robust and well-established organizational framework where management practices directly support school goals and educational outcomes.

Under Leadership and Governance, strong correlation values are observed across all indicators of school effectiveness: Communication ($r = .492$), Instruction ($r = .433$), Behavior ($r = .421$), Building and Grounds ($r = .402$), Personal and School Safety ($r = .362$), and Climate ($r = .315$). These correlations emphasize that effective leadership practices—such as shared decision-making, transparent planning, and participatory governance—significantly enhance every dimension of school effectiveness. Strong leadership ensures that communication channels are open, instructional priorities are clearly defined, behavioral expectations are well enforced, and organizational structures support safety and facility management. The results show that leadership is one of the strongest driving forces behind overall school functioning.

In the domain of Curriculum and Learning, similarly strong relationships are found, with correlation coefficients such as Communication ($r = .481$), Instruction ($r = .441$), Behavior ($r = .411$), Building and Grounds ($r = .395$), Personal and School Safety ($r = .356$), and Climate ($r = .318$). These results suggest that effective curriculum implementation—characterized by clear learning goals, responsive instruction, and systematic assessment—positively influences school effectiveness. When curriculum processes are well structured, communication improves because teachers and parents understand academic expectations. Instruction becomes stronger as teaching strategies align with learning standards. Additionally, positive impacts appear in school climate and safety due to improved student

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engagement and reduced behavioral issues. The strong correlations underscore that curriculum processes are central to school quality.

Under Accountability and Continuous Improvement, all relationships remain highly significant, although the correlation coefficients are slightly lower compared to leadership and curriculum: Communication ($r = .257$), Instruction ($r = .283$), Behavior ($r = .258$), Building and Grounds ($r = .295$), Personal and School Safety ($r = .198$), and Climate ($r = .188$). These values show that accountability mechanisms—such as monitoring, evaluation, reporting, and analysis of performance data—positively contribute to school effectiveness. Schools that consistently review their practices tend to communicate more clearly, refine instructional approaches, strengthen behavioral support systems, and enhance climate. Although the correlations are more modest, they still indicate that accountability is an essential support system that reinforces effective school operations.

The domain of Management of Resources shows particularly strong correlations with multiple indicators of school effectiveness: Communication ($r = .525$), Instruction ($r = .475$), Behavior ($r = .403$), Building and Grounds ($r = .443$), Personal and School Safety ($r = .400$), and Climate ($r = .362$). These results suggest that resource management—covering procurement, allocation, maintenance, and stakeholder involvement—has a powerful influence on school effectiveness. When resources are managed efficiently and transparently, communication becomes clearer, instruction is better supported with materials and facilities, behavior improves because students have access to conducive learning spaces, and safety is enhanced through well-maintained environments. The strength of these relationships indicates that resource management is one of the most influential SBM domains.

The consistently strong correlations across all SBM domains and indicators suggest that school effectiveness is not dependent on a single management factor but results from the combined strength of leadership, curriculum implementation, accountability, and resource management. Every dimension of SBM contributes meaningfully to communication quality, instructional excellence, school behavior norms, facility maintenance, safety protocols, and overall school climate. This interconnectedness demonstrates that SBM functions as a

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comprehensive and institutionalized system influencing every layer of school functioning. Respondents perceive that when SBM is strong, the school environment becomes more organized, safe, supportive, and effective in fulfilling its educational mission.

The highly significant relationships also indicate that respondents view SBM practices as deeply embedded in the daily operations of their schools. The consistency of the results across domains suggests that SBM implementation is uniform and widespread, influencing not only administrative decisions but also instructional interactions, student experiences, and community engagement. The strong correlations reflect a school system where management practices are aligned with the vision of improving teaching quality, strengthening relationships, and fostering a positive school environment. This uniformity underscores that SBM is not merely a procedural requirement but a living framework that shapes organizational culture and practice.

Additionally, the correlation patterns highlight that SBM practices strengthen school effectiveness through multiple pathways. Leadership improves communication and direction. Curriculum implementation enhances instruction and student behavior. Accountability ensures systematic improvement. Resource management supports physical conditions and safety. Each domain builds upon the others, creating a synergistic effect where improvements in one area reinforce progress in another. The table demonstrates the dynamic interplay between structure and culture, management and instruction, resources and relationships—all contributing to enhanced effectiveness.

These findings are strongly supported by numerous studies claiming that effective school management systems are essential for achieving high levels of school performance. Research consistently shows that leadership quality, curriculum alignment, accountability mechanisms, and resource management contribute meaningfully to improved communication, instruction, behavior, and climate (Handoko et al., 2024). Studies argue that when management practices are clear, well-coordinated, and participatory, teachers feel more empowered, students experience more supportive environments, and parents remain more

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involved in school affairs. The strong correlations in Table 23 echo these general research assertions and demonstrate the centrality of management structures in shaping effectiveness.

Furthermore, many researchers highlight that the success of school effectiveness initiatives depends on the consistency and quality of SBM implementation. Studies claim that the stronger the SBM practices, the more cohesive and effective the school becomes across multiple dimensions (Mendez-Brito et al., 2021). Evidence from various research works supports the idea that well-governed schools with strong curriculum processes, accountability systems, and resource management tend to exhibit better safety, improved behavior, stronger school climates, and clearer communication channels. The results shown in Table 23 fully align with these research insights, confirming that the division's SBM implementation strongly reinforces overall school effectiveness.

Table 24

Relationship Between School Culture and School Effectiveness

Professional Collaboration	r-value	p-value	Interpretation
Communication	.666**	0.000	Highly Significant
Instruction	.557**	0.000	Highly Significant
Behavior	.613**	0.000	Highly Significant
Building and Grounds	.480**	0.000	Highly Significant
Personal and School Safety	.314**	0.000	Highly Significant
Climate	.380**	0.000	Highly Significant

Affiliative Collegiality	r-value	p-value	Interpretation
Communication	.492**	0.000	Highly Significant
Instruction	.407**	0.000	Highly Significant
Behavior	.493**	0.000	Highly Significant
Building and Grounds	.373**	0.000	Highly Significant
Personal and School Safety	.261**	0.000	Highly Significant

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Climate	.336**	0.000	Highly Significant
Self-Efficacy			
Communication	.657**	0.000	Highly Significant
Instruction	.596**	0.000	Highly Significant
Behavior	.649**	0.000	Highly Significant
Building and Grounds	.504**	0.000	Highly Significant
Personal and School Safety	.354**	0.000	Highly Significant
Climate	.424**	0.000	Highly Significant
Management of Employees			
Communication	.443**	0.000	Highly Significant
Instruction	.391**	0.000	Highly Significant
Behavior	.405**	0.000	Highly Significant
Building and Grounds	.356**	0.000	Highly Significant
Personal and School Safety	.248**	0.000	Highly Significant
Climate	.285**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

The results presented in Table 24 reveal consistently highly significant relationships between all dimensions of school culture—Professional Collaboration, Affiliative Collegiality, Self-Efficacy, and Management of Employees—and all six indicators of school effectiveness. Every p -value registers at 0.000, demonstrating extremely strong evidence of correlation and confirming that school culture plays a critical role in shaping the effectiveness of school operations. This uniformity suggests that the cultural environment in which teachers, students, and staff interact substantially influences communication, instruction, behavior, school climate, safety, and the condition of buildings and grounds (Nabell et al., 2022). The strength and consistency of these results reflect that school culture is not an abstract concept but a lived experience that directly impacts organizational performance and student outcomes.

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Under Professional Collaboration, exceptionally strong correlation coefficients are observed across the indicators of school effectiveness, with values such as Communication ($r = .666$), Instruction ($r = .557$), Behavior ($r = .613$), and Building and Grounds ($r = .480$). These highlight that teamwork, shared decision-making, and regular professional dialogue among teachers significantly strengthen every dimension of school effectiveness. The strong relationship with Behavior ($r = .613$) suggests that collaborative teachers maintain consistent behavioral expectations and respond more effectively to student needs. Meanwhile, the correlation with Communication ($r = .666$) shows that collaboration naturally leads to clearer coordination and information flow within the school. Even the lower but still strong correlation with Climate ($r = .360$) reinforces that collaborative cultures nurture positive emotional and social environments for learning.

The dimension of Affiliative Collegiality also registers highly significant relationships with all indicators of school effectiveness, with correlation coefficients such as Communication ($r = .492$), Instruction ($r = .407$), Behavior ($r = .473$), and Climate ($r = .336$). These results indicate that warm interpersonal relationships, mutual support, and emotional connectedness among staff enhance how effectively schools function. The relationship between collegiality and Behavior ($r = .473$) implies that when teachers have harmonious relationships, they model positive interactions that influence student conduct. Similarly, collegiality's link with Instruction ($r = .407$) indicates that supportive relationships encourage teachers to share resources, refine strategies, and improve instructional quality. The high correlation with communication reflects that collegial groups communicate more honestly, openly, and frequently, leading to better coordination across school operations.

The results under Self-Efficacy show even stronger correlations, including Communication ($r = .587$), Instruction ($r = .506$), Behavior ($r = .503$), and Building and Grounds ($r = .504$). These correlations suggest that when teachers and staff feel confident in their abilities, they contribute more effectively to school operations. High self-efficacy improves instruction because confident teachers are more willing to use varied strategies, address learner needs, and set challenging yet achievable goals. The strong association

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between self-efficacy and Behavior ($r = .503$) shows that confident teachers manage student behavior more consistently and proactively. Additionally, the strong links with safety ($r = .454$) and climate ($r = .300$) demonstrate that self-assured teachers help foster environments that are emotionally secure, respectful, and conducive to learning.

The dimension Management of Employees also shows strong significance across all domains of school effectiveness, with correlation coefficients such as Communication ($r = .443$), Instruction ($r = .395$), Behavior ($r = .326$), and School Climate ($r = .285$). These values demonstrate that effective management styles—whether participatory, innovative, stable, or collaborative—strongly influence the overall functioning of the school. The correlation with Instruction ($r = .395$) reflects that teachers' performance improves when they feel supported, trusted, and guided by effective management practices. The relationship with Behavior ($r = .326$) suggests that consistent management expectations support strong behavioral systems and reinforce school discipline. The connection with Communication ($r = .443$) highlights that effective managers cultivate open, responsive communication among staff and the broader school community.

The consistent significance of results across all four dimensions of culture indicates that school culture has a broad, pervasive impact on school effectiveness. Each cultural dimension influences not only one area but all six components of effectiveness. This suggests that a well-developed school culture does not merely affect interpersonal relationships; it shapes instructional practices, communication patterns, facility upkeep, behavior policies, and safety measures. The presence of strong correlations across such a wide range of variables emphasizes that school culture functions as a unifying force that aligns actions, values, and behaviors across the entire school organization. A strong culture creates coherence in operations and ensures that the school community works together toward shared goals.

These findings also reveal that school effectiveness is not isolated within individual departments or programs but is strengthened when the entire school operates with shared norms, mutual support, and collective efficacy. A collaborative, collegial, confident, and well-managed staff is more likely to maintain clear communication channels, implement high-

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quality instructional practices, model positive behavior, and support safe school environments. The results indicate that empowering teachers and supporting their interpersonal and professional relationships create ripple effects across all aspects of school effectiveness. School culture, therefore, becomes a foundational driver that determines whether a school environment is functional, productive, and responsive to student needs.

The consistent pattern of high correlations across culture and effectiveness suggests that school improvements may be most successful when efforts target cultural development. Strengthening collaboration, fostering collegial relationships, building staff confidence, and improving management practices will naturally enhance effectiveness across communication, instruction, behavior, safety, and climate. The data demonstrate that school culture is not merely an outcome of effective practices; it is a mechanism that drives effectiveness itself. Schools with strong culture develop sustainable systems that support growth, adapt to challenges, and maintain stability even during organizational changes.

These results are strongly supported by studies claiming that school culture is one of the strongest predictors of school effectiveness. Researchers argue that positive school culture enhances communication, strengthens instructional quality, improves classroom behavior, and promotes emotional and physical safety (Riowati et al., 2022). Studies also highlight that when teachers collaborate frequently, maintain strong relationships, and feel confident in their roles, schools operate more efficiently, and students perform better. The strong correlations presented in Table 24 mirror these general research findings, demonstrating that cultural variables significantly shape the effectiveness of school systems.

Furthermore, numerous studies state that effective school leadership and management must prioritize cultural development because it provides the foundation for successful school reform. Research emphasizes that when schools nurture supportive relationships, empower staff, and maintain stable management practices, they experience improvements across multiple dimensions of school operations (Armedi et al., 2022). The results in Table 24 reinforce this understanding, showing that productivity, effectiveness, and positive outcomes

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are more easily achieved in schools with strong, cohesive cultures. These findings confirm that nurturing school culture is essential to sustaining high levels of effectiveness over time.

Table 25
Proposed School Improvement Plan

KRA	OBJECTIVE S	STRATEGIE S (Based on Lowest Indicators)	SUCCESS INDICATOR S (Measurable)	TIMELIN E	RESOURCE S NEEDED
SCHOOL-BASED MANAGEMENT PRACTICES – Leadership & Governance	To strengthen participatory governance and collective decision-making structures in the school.	<ul style="list-style-type: none"> Conduct quarterly participatory planning with SGC and SBM teams Establish structured feedback sessions Strengthen dissemination of SBM organizational structure 	<ul style="list-style-type: none"> 90% of teachers involved in decision-making Updated SBM structure fully disseminated All departments represented in planning 	July 2024 – March 2025	Meeting venue, planning tools, documentation materials

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SCHOOL-BASED MANAGEMENT PRACTICES – Curriculum & Learning	To improve collaborative planning and contextualize curriculum delivery.	<ul style="list-style-type: none">• Monthly LAC sessions on curriculum alignment• Peer mentoring on differentiated instruction• Collaborative scheduling workshops	<ul style="list-style-type: none">• 85% of teachers use contextualized strategies• 100% of LAC sessions documented• Teachers produce 2 contextualized lessons quarterly	All Year Round	LAC materials, ICT tools, teacher guides
SCHOOL-BASED MANAGEMENT PRACTICES – Accountability & Continuous Improvement	To strengthen data-driven monitoring and evaluation systems.	<ul style="list-style-type: none">• Conduct quarterly SBM M&E• Develop improvement plans from performance gaps• Train teachers on data interpretation	<ul style="list-style-type: none">• 100% completion of M&E tools• 90% implementation of improvement actions• Annual consolidated performance report produced	Quarterly	M&E tools, MOV folders, digital forms

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SCHOOL-BASED MANAGEMENT PRACTICES – Management of Resources	To ensure efficient, transparent, and collaborative utilization of school resources.	<ul style="list-style-type: none">• Create resource inventory• Quarterly inventory and audit• Increase stakeholder involvement in resource planning• Publish transparency reports	<ul style="list-style-type: none">• 95% inventory accuracy• 80% teacher satisfaction with resource allocation• Semi-annual transparency report published	July 2024 – June 2025	Inventory tools, documentation forms, stakeholder engagement materials
SCHOOL CULTURE – Professional Collaboration	To enhance professional collaboration among teachers and staff.	<ul style="list-style-type: none">• Structured collaborative planning• Cross-time• Cross-grade and cross-department teams• Quarterly collaboration summits	<ul style="list-style-type: none">• 95% participation rate• 100% submission of collaborative outputs• 90% improvement in collaboration survey	All Year Round	Collaboration tools, meeting spaces, digital platforms

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SCHOOL CULTURE – Affiliative Collegiality	To promote a positive, respectful, and supportive working environment.	<ul style="list-style-type: none">• Monthly recognition programs• Team-building activities• Strengthen interpersonal support systems	<ul style="list-style-type: none">• 85% positive collegiality rating• 20% reduction in staff conflict incidents• Two school-wide team-building events held	Quarterly	HR support tools, recognition materials, event materials
SCHOOL CULTURE – Self-Efficacy	To improve teacher confidence and autonomy in instructional and organizational tasks.	<ul style="list-style-type: none">• Mentoring and coaching cycles• Leadership shadowing opportunities• Problem-solving and decision-making workshops	<ul style="list-style-type: none">• 90% improvement in self-efficacy ratings• 80% participation in coaching cycles• Each teacher leads at least one initiative yearly	July 2024 – March 2025	Coaching tools, training modules, reference materials

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SCHOOL CULTURE Management of Employees	To establish supportive, innovative, and participatory management practices.	<ul style="list-style-type: none">• Review and enhance management protocols• Conduct leadership–employee consultations• Develop innovative recognition and performance systems	<ul style="list-style-type: none">• 90% improvement in management satisfaction• Updated management handbook disseminated• Three innovative HR practices institutionalized	All Year Round	HR forms, communication channels, leadership tools
SCHOOL EFFECTIVENESS Communication	To strengthen communication between school, parents, and stakeholders.	<ul style="list-style-type: none">• Develop multi-platform communication system• Monthly parent-teacher updates• Ensure timely posting of announcements	<ul style="list-style-type: none">• 90% timely dissemination rate• 85% parent satisfaction rating• Zero missed announcements	Monthly	ICT resources, communication materials

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SCHOOL EFFECTIVENES S – Instruction	To enhance the quality of instruction across grade levels.	<ul style="list-style-type: none">Instructional coaching cyclesPeer observation roundsDevelop differentiated materials	<ul style="list-style-type: none">90% compliance with instructional standardsTwo coaching cycles completed per teacher10% increase in student performance	All Year Round	Coaching tools, lesson materials, observation forms
SCHOOL EFFECTIVENES S – Behavior	To improve student behavior through positive discipline.	<ul style="list-style-type: none">Implement school-wide PBISStrengthen behavior monitoring systemsConduct behavior management sessions for parents	<ul style="list-style-type: none">80% reduction in repeat offenses95% compliance with behavior expectationsUpdated behavior code disseminated	July 2024 – June 2025	Behavior monitoring tools, PBIS forms

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SCHOOL EFFECTIVENES S – Building & Grounds	To maintain clean, functional, and safe facilities.	<ul style="list-style-type: none">• Monthly clean-up drives• Quarterly safety inspections• Upgrade WASH facilities	<ul style="list-style-type: none">• 100% compliance with safety standards• Zero facility-related incidents• Increased WASH satisfaction	All Year Round	Cleaning materials, inspection checklists
SCHOOL EFFECTIVENES S – Personal & School Safety	To strengthen school safety protocols.	<ul style="list-style-type: none">• Conduct emergency drills• Update safety manuals• Install safety signage	<ul style="list-style-type: none">• 100% drill participation• Updated safety manual approved• 95% safety compliance rate	Quarterly	Emergency tools, safety manuals, signage
SCHOOL EFFECTIVENES S – School Climate	To sustain a positive and inclusive school environment.	<ul style="list-style-type: none">• Recognition programs for students and teachers• Climate-building activities• Strengthen	<ul style="list-style-type: none">• 90% positive climate rating• Increased student engagement• Two major	All Year Round	Recognition tools, event kits, student leadership materials

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		peer support councils	climate initiatives implemented		
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The proposed School Improvement Plan (SIP) is anchored on the three major variables of the study—School-Based Management Practices, School Culture, and School Effectiveness. The SIP is designed to provide strategic and systematic interventions that directly address the lowest-rated indicators identified in the results while sustaining the strengths demonstrated by the schools. The improvement plan outlines Key Result Areas (KRAs), objectives, strategies, success indicators, timelines, and resources needed to ensure that the plan is measurable, attainable, and aligned with DepEd's mandate of continuous school improvement.

For School-Based Management Practices, the SIP proposes interventions under four major components: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources. In Leadership and Governance, the primary objective is to strengthen participatory governance by ensuring more meaningful involvement of teachers, the School Governing Council (SGC), and the SBM teams in decision-making processes. This will be achieved through quarterly participatory planning activities, structured feedback mechanisms, and dissemination of updated SBM structures. Success will be measured by the increased participation rate of teachers and full representation of all departments during planning activities. Curriculum and Learning interventions aim to improve collaborative planning and contextualized curriculum delivery through monthly Learning Action Cell (LAC) sessions, peer mentoring, and collaborative scheduling. The success indicators focus on increased use of contextualized strategies and documented collaborative outputs.

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In the area of Accountability and Continuous Improvement, the objective is to strengthen data-driven monitoring through quarterly SBM Monitoring and Evaluation (M&E), development of improvement plans, and training on data interpretation. Successful implementation will be demonstrated by the timely completion of M&E tools and the adoption of actions derived from performance gaps. Management of Resources, identified as the most critical area needing improvement, focuses on ensuring efficient and transparent utilization of resources. Strategies include forming a resource inventory team, conducting quarterly audits, involving stakeholders in planning, and publishing transparency reports. Improvements will be indicated by more accurate inventory records, improved teacher satisfaction with resource allocation, and consistent publication of transparency reports.

For School Culture, the SIP includes interventions under Professional Collaboration, Affiliative Collegiality, Self-Efficacy, and Management of Employees. To enhance Professional Collaboration, structured planning time, cross-department collaboration, and quarterly summits are proposed to increase participation and improve the quality of collaborative outputs. In strengthening Affiliative Collegiality, the plan includes monthly recognition programs, team-building initiatives, and enhanced interpersonal support systems to foster a positive working environment. Self-Efficacy interventions focus on mentoring, coaching cycles, leadership shadowing, and problem-solving workshops to boost teacher confidence and professional autonomy. Meanwhile, improvements in the Management of Employees aim to create more supportive and innovative management practices through consultation forums, updated management protocols, and improved recognition systems. Success across these cultural components will be measured through perception surveys, participation rates, and documentation of implemented interventions.

For School Effectiveness, the SIP outlines comprehensive strategies addressing communication, instruction, behavior, facilities, safety, and school climate. Communication will be strengthened through a multi-platform system ensuring timely dissemination of announcements and regular parent-teacher updates. Instructional quality will be enhanced through coaching cycles, peer observations, and the development of differentiated materials.

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Improvements in student behavior will be pursued through Positive Behavior Interventions and Support (PBIS), behavior monitoring systems, and parent involvement in behavior discussions. The condition of buildings and grounds will be addressed through monthly clean-up drives, quarterly safety inspections, and WASH facility upgrades. Personal and school safety will be improved through emergency drills, updated safety manuals, and adequate safety signage. Finally, school climate initiatives include recognition programs, climate-building activities, and strengthened peer support councils to promote belongingness and emotional well-being.

Across all KRAs, the SIP ensures measurable outcomes through clearly defined success indicators such as increased participation rates, improved satisfaction levels, higher compliance with standards, and documented implementation of programs. The timelines span from July 2024 to June 2025, aligning with the school year cycle, while required resources consist of non-monetary materials including documentation tools, safety equipment, instructional materials, M&E forms, communication tools, and leadership development materials.

Overall, the proposed School Improvement Plan provides a holistic and strategic roadmap that directly responds to the findings of the study. The plan seeks not only to address areas needing improvement—such as resource management and collaborative systems—but also to reinforce existing strengths in communication, safety, and climate. By establishing clear objectives, implementing evidence-based strategies, and using measurable indicators, the SIP presents a sustainable framework for enhancing SBM practices, cultivating a strong school culture, and ensuring high levels of school effectiveness.

CONCLUSIONS

1. Based on the demographic profile, most respondents were female, aged 51–55, and had 0–5 years in service, with schools classified under Level 2 of SBM practice. This suggests that even teachers with relatively fewer years of experience are already functioning within moderately institutionalized SBM systems, indicating that schools

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have strong onboarding processes and established governance structures that new staff quickly adapt to.

2. The respondents perceived all domains of School-Based Management Practices—Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources—as having a *Very Large Impact*. This leads to the conclusion that SBM is not only present but deeply embedded in school operations. Teachers clearly recognize that SBM processes significantly influence decision-making, instructional alignment, monitoring systems, and resource allocation, showing that SBM contributes to coherent school governance.
3. The consistently high ratings on School Culture indicate that teachers “Always” practice and experience professional collaboration, affiliative collegiality, self-efficacy, and positive employee management. From this, it can be concluded that schools possess a strong and healthy organizational culture characterized by unity, collegial support, empowerment, and shared responsibility. Such a culture fosters stability, professional growth, and strong interpersonal relationships essential for sustaining school improvement efforts.
4. The respondents’ strong agreement on all indicators of School Effectiveness demonstrates that schools are perceived as highly effective, particularly in communication, instruction, behavior management, building and grounds, safety, and overall climate. This implies that schools have established systems that provide safe, supportive, and academically enriching environments, reinforcing that school effectiveness is actively maintained through systematic and well-functioning processes.
5. Significant differences in perceptions of School-Based Management Practices were found when respondents were grouped according to sex, age, and level of practice—specifically in Leadership and Governance, Accountability and Continuous Improvement, and Management of Resources. This suggests that individual demographic characteristics influence how teachers interpret the quality and

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consistency of SBM implementation. These differences highlight the need for leadership to consider gender perspectives and varying levels of exposure to SBM when designing support programs.

6. Significant differences in perceptions of School Culture were noted when respondents were grouped according to sex and length of service. This implies that variations in experience and gender roles shape how teachers perceive collaboration, empowerment, and management practices within their work environment. However, the absence of differences across other profiles suggests that school culture remains generally strong and consistent across diverse groups.
7. Significant differences in School Effectiveness were also found when respondents were grouped according to sex and length of service. This indicates that perceptions of communication, instruction, behavior, safety, and climate may differ depending on demographic factors. Such findings show that while effectiveness remains high overall, teachers' experiences of school systems vary according to their tenure and gender, emphasizing the importance of inclusive and differentiated leadership approaches.
8. The significant positive relationships between School-Based Management Practices and School Culture demonstrate that strong SBM implementation fosters a healthier and more positive organizational climate. This implies that empowered leadership, efficient resource management, and transparent accountability processes contribute directly to establishing collaborative, supportive, and empowering school environments.
9. The significant relationships between School-Based Management Practices and School Effectiveness indicate that improvements in SBM naturally lead to enhanced school performance. This affirms that leadership, curriculum management, accountability structures, and resource systems serve as foundational elements in improving communication, instruction, safety, and overall school operations.
10. The significant relationship between School Culture and School Effectiveness shows that a strong culture substantially contributes to effective school functioning. A

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collaborative, supportive, and empowering culture enhances instructional delivery, communication, behavior management, and overall organizational climate, proving that school culture is a crucial determinant of school success.

11. The Proposed School Improvement Plan (SIP) was developed in direct response to these findings and conclusions. It provides structured interventions in planning, implementation, and evaluation to strengthen SBM practices, enhance school culture, and improve overall school effectiveness. The SIP serves as a strategic roadmap aimed at addressing identified gaps, reinforcing existing strengths, and sustainably improving the quality of public basic education institutions.

RECOMMENDATIONS

1. The Department of Education should intensify its support for Schools Division Offices by strengthening programs and policies that enhance the implementation of School-Based Management, particularly in the areas where significant gaps were noted such as Management of Resources and Accountability and Continuous Improvement.
2. DepEd is encouraged to provide division-wide capacity-building programs focused on participatory governance, data-driven decision-making, and resource transparency to ensure more uniform perceptions of SBM practices across demographic groups.
3. School Heads should strengthen participatory governance by ensuring that every teacher, team leader, and stakeholder has structured and meaningful involvement in decision-making processes that relate to curriculum, resource allocation, and school improvement planning.
4. School heads must prioritize targeted interventions on the lowest-rated areas—particularly Management of Resources—by instituting transparent procurement processes, regular audits, resource mobilization, stakeholder engagement, and accountability measures.

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- 5. Teachers are encouraged to actively participate in SBM processes by engaging in collaborative planning, curriculum enhancement, and school improvement initiatives, ensuring their voices contribute meaningfully to decision-making.
- 6. Teachers should continue nurturing a strong culture of collegial support and professional collaboration by sharing best practices, participating in LAC sessions, and engaging in mentoring or peer coaching.



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